DOCUMENT RESUME

ED 322 846 HE 023 789

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TITLE Campus Trends, 1990. Higher Education Panel Report Number 80.
INSTITUTION American Council on Education, Washington, D.C.
PUB DATE Jul 90
NOTE 75p.
AVAILABLE FROM Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036-1193 (1-10 copies $10.00 ACE members, $13.00 non-ACE members; 11 or more copies $8.00 and $11.00 respectively).
PUB TYPE Reports - General (140) -- Reference Materials - General (130) -- Information Analyses (070)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS College Faculty; *Colleges; Comparative Analysis; Curriculum; *Educational Trends; *Enrollment Trends; Facility Expansion; *Faculty Integration; *Faculty Recruitment; Higher Education; Statistical Data; Surveys; Trend Analysis; *Universities

ABSTRACT

The monograph reports the results of a survey of senior administrators at 364 colleges and universities to identify trends and changes taking place in academic and administrative practices. Special attention was given to college and university faculty due to significant shortages predicted for the next decade in this labor market. The structure of today's undergraduate curriculum was also examined, as well as descriptions gains in minority faculty hirings, physical facility growth problems, and interest in "locally developed" methods of assessing student learning. Among major findings were: more than 6 in 10 respondents reported a net gain in the number of their full-time faculty; 82% of institutions have some form of assessment activity currently under way; 55% of institutions increased their enrollment of first-time freshmen in 1989-90; and issues of adequate financial support outweighed all other problems, being cited by 65% of administrators. Findings are presented in six sections: faculty, curriculum, enrollment, assessment activity, institutional status, and challenges ahead. Detailed tables, showing results by type of institution, follow the text. For many of the survey's questions, comparisons with previous survey results are included. Contains 13 references. (GLR)

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CAMPUS TRENDS, 1990

Elaine El-Khawas

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HIGHER EDUCATION PANEL REPORT NUMBER 80 JULY 1990

American Council on Education

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Campus Trends, 1990

Elaine El-Khawas

Higher Education Panel Reports
Number 80 July 1990

American Council on Education
Washington, D.C. 20036

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ACKNOWLEDGEMENTS

This survey is part of a continuing ACE project to monitor and report on changing practices in higher education. The guidance of the Campus Trends Advisory Committee is especially important to the preparation of this report. Their role in suggesting questions and in offering their own perspective on the survey results has been significant throughout the project's development. Their ideas, their comments and critiques, and their continuing interest in this attempt to document changing practices on American campuses are much appreciated.

Warm thanks are also extended to ACE staff for their cheerful and efficient contributions to the survey, especially Boi Chi San and Rosa Lott-Hawkins. Joan Lippincott, A. Bruce Chamberlain, and Natalie Peterson, graduate students who also were interns at ACE this year, provided excellent assistance.

We all wish to express our special gratitude to the Panel's campus representatives and survey respondents for their assistance and cooperation.

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HIGHLIGHTS

Campus Trends, 1990 is the seventh in an annual series of surveys designed to provide timely information on changes taking place in the academic and administrative practices of American colleges and universities. The surveys are conducted by the American Council on Education.

For this year's report, special attention was given to college and university faculty, in light of significant shortages predicted for the next decade. Special attention was also given to general education requirements.

All results are reported by type and control of institution. For many questions, comparisons are made between responses given in this year's survey and those given when the same questions were asked in previous *Campus Trends* surveys.

Highlights from the survey are as follows:

College Faculty

- More than 6 in 10 colleges and universities reported a net gain in the number of their full-time faculty. In 1986, only 37 percent of institutions had posted a net gain in full-time faculty.
- Four in 10 institutions reported a net gain in the number of their faculty from underrepresented racial/ethnic groups. About 2 in 10 institutions also reported gains in moving minority faculty into tenured positions.
- Most colleges and universities (61 percent) increased the number of women among their faculty. A majority of institutions (53 percent) also reported progress in moving women into tenured positions.
- New full-time faculty appointments since July 1988 accounted for an average of 7.9 percent of today's current faculty.
- Only a small proportion of faculty left to take other faculty positions during 1988–89. Such departures accounted for 2.6 percent of full-time faculty.
- On average, 1.8 percent of full-time faculty retired in the past year.
- Sixty-three percent of institutions are having greater difficulty in getting top applicants to accept positions, particularly in certain disciplines. Sixty-five percent reported that it is taking longer to find qualified persons to fill faculty positions.
- Thirty-seven percent of administrators reported that the quality of applicants for faculty positions has declined.
- Dual-career couples are getting new attention. Close to half of the institutions reported having recruiting situations which involved dual-career couples, and about 4 in 10 institutions have assisted the spouse's job search.
- Three in 10 institutions have tried to widen their pool of applicants to persons with nonacademic experience.
- Twenty-five percent of institutions have hired new, junior faculty in a few fields at a salary that is above that of other senior faculty in the same department.
- Administrators at almost all institutions (89 percent) expressed concern about the effects of upcoming faculty shortages on at least a few departments or disciplines.
- Administrators at 56 percent of institutions expressed concern about the effect of faculty shortages on their institutions generally.
- Half of all colleges and universities expected an increased pace of faculty hiring for full-time positions during the next five years.

The Undergraduate Curriculum

- Almost all colleges and universities (96 percent) require students to complete a certain amount of general education coursework.
- Most four-year institutions—86 percent—have general education requirements that apply to all of their students.
- General education courses typically make up one-third or more of total coursework.
- Most institutions (83 percent) structure their general education courses in the form of distribution requirements, usually involving a "mix" of core and distribution requirements.
- Interest in freshman seminars is strong. Four in 10 institutions now offer freshman seminars, including half of baccalaureate colleges.
- Senior "capstone" courses are now offered by about one-third of four-year institutions.
- Close to half of all colleges and universities (45 percent) require students to take courses focused on Western civilization. Similarly, 44 percent require students to take courses that deal with world civilization.
- Only 22 percent of institutions require students to take a course dealing with racial or ethnic studies.
- Over half of administrators at four-year institutions indicated that they would favor a stronger general education component than currently exists at their institutions.

Assessment

- Eighty-two percent of colleges and universities have some form of assessment activity currently under way.
- Currently, 66 percent of colleges and universities are developing their own instruments for student assessment, an increase from 45 percent in 1988.
- Portfolio assessment—a method of assessing several pieces of a student's work completed as part of regular courses—is currently in place at 3 in 10 institutions.
- Thirty-five percent are collaborating with other institutions on their assessment activities, an increase from 27 percent in 1988.
- To date, two out of three institutions have obtained some results from their assessment activities. Of these institutions, 85 percent have used the results to serve internal needs, especially program and curriculum planning.
- Just over half of institutions said that assessment is part of a self-study for a regional accrediting agency.
- Just over half of the public institutions are working under a state mandate to develop a student assessment program.
- Three out of four administrators agreed that, as part of the accreditation process, colleges and universities should be required to show evidence of institutional effectiveness.
- Sector differences about assessment's prospects are striking: while administrators at 6 in 10 two-year colleges agreed that assessment will improve undergraduate education, only 4 in 10 administrators at baccalaureate and comprehensive universities and only 3 in 10 administrators at doctoral universities supported this view.

Other Changes

- Fifty-five percent of institutions increased their enrollment of first-time freshmen in 1989–90, down from 62 percent in 1988–89.
- Among baccalaureate colleges, only 40 percent increased their enrollment of first-time freshmen; 33 percent reported a decrease in first-time freshmen.
- Forty percent of doctoral universities reported a drop in the number of their first-time freshmen.
- Forty-three percent of all four-year institutions reported an increased number of graduate students in the last year. Half of the comprehensive universities reported increased graduate enrollment.
- Three in 10 institutions increased the number of international students on their campuses in 1989–90.
- About 3 in 10 institutions reported an increase in enrollment of African American, Hispanic and Asian American students.
- Just over half of American colleges and universities have procedures in place to track minority student attrition each term and to review data on completion rates for minority students.
- One-third of institutions have published a plan for increasing minority participation on their campuses, including one-half of comprehensive and doctoral universities.
- Demands for increased spending affected about 80 percent of institutions in three areas: computer equipment and software; faculty compensation; and health insurance costs.
- Close to half of administrators judged the financial condition of their institutions to be "excellent" or "very good." Twenty-two percent rated their financial condition as "fair" or "poor."

Important Challenges Ahead

- Issues of adequate financial support outweighed all other problems, being cited by 65 percent of administrators as one of the three most serious challenges they face.
- Concern over faculty staffing has risen dramatically: 59 percent of administrators cited this area as one of three major challenges in 1990, compared to 24 percent of administrators in 1988.
- Issues related to the quality of the academic program also rank high among administrator concerns. In the 1990 survey, 47 percent of administrators cited such issues as one of the three major challenges they are facing.
- Enrollment issues have dropped since 1988 as an area of wide concern. However, differences between public and independent institutions have become sharper.
- Concerns about facilities—including renovation and renewal needs, as well as needs for new buildings—were cited by 36 percent of administrators as among their most pressing challenges.
- Concerns about improving the cultural and ethnic diversity of American colleges and universities were cited by 24 percent of administrators as among their greatest challenges.

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INTRODUCTION

This report marks the seventh year in which the American Council on Education has issued *Campus Trends*, an annual survey of changes taking place in the academic and administrative practices of American colleges and universities.

The survey was conducted through the Higher Education Panel, a survey research program of the American Council on Education. Questionnaires were completed by senior administrators—chief academic officers, primarily—at 364 colleges and universities (82 percent of a sample of 444 colleges and universities). Responses are statistically weighted so that results are representative of all American colleges and universities that offer a general program of undergraduate instruction.

For this year's report, special attention was given to college and university faculty, in light of significant shortages predicted for the next decade. Results indicate that the labor market for college is becoming more competitive, although so far only some fields and disciplines are affected:

- More than 6 in 10 colleges and universities reported a net gain in the number of their full-time faculty, up from 37 percent who reported a net gain in 1986.
- A majority of colleges and universities are already experiencing problems in filling faculty positions, especially in certain high-demand disciplines.
- Half of the administrators responding to the survey expressed a concern about the effects of the predicted faculty shortage on their institution generally, not just in a few fields.
- Institutional responses to a tightened academic labor market include making salary offers to new faculty that are above the official scale, offering job assistance to the candidate's spouse as part of the effort to attract a candidate, and moving part-time faculty into full-time positions.

The structure of today's undergraduate curriculum was also given attention. Results indicate that:

- General education requirements are in place at almost all colleges and universities, typically including a mix of "core" and distribution requirements;
- General education courses make up one-third or more of total degree requirements;
- Freshman seminars, capstone courses and upper-division general education requirements have been introduced on many campuses; and
- Many campuses are discussing, or have recently made, changes in their foreign-language requirements.

As with previous *Campus Trends* studies, the report also describes changes in other college practices, including:

- A decrease in first-time enrollments for a substantial number of four-year institutions;
- Some gains in hiring of minority faculty and women faculty;
- Growing problems with inadequate physical facilities; and
- Interest in "locally developed" methods of assessing student learning.

The report also describes the most important challenges ahead for academe, as reported by the senior administrators who participated in this study.

Findings are presented in six sections: faculty; curriculum; enrollment; assessment activity; institutional status; and challenges ahead. Detailed tables, showing results by type of institution, follow the text. For many questions, comparisons are made between responses given in this year's survey and those given when the same questions were asked in previous *Campus Trends* surveys.

FINDINGS

I. A Changing Environment for College Faculty

Issues surrounding the hiring of faculty pose several challenges for college and university administrators today:

- Changes in enrollment, new academic programs and emerging areas of research inquiry create the need for new faculty appointments.
- Institutions are trying to increase the presence of women and of underrepresented racial/ethnic groups among their faculty.
- Academe increasingly competes with industry, government and other nonprofit employers in trying to hire persons with advanced training.
- Actual shortages currently exist in certain high-demand fields, keeping some institutions from filling vacant faculty positions.

In the near future, a projected increase in faculty retirements will create additional problems, including increased competition for talented persons to replace those who retire. Howard Bowen and Jack Schuster (1986) have estimated that two-thirds or more of today's college faculty will need to be replaced between 1985 and 2009. William Bowen and Julie Ann Sosa (1989) have projected that, starting about 1997, many academic fields—in both the arts and the sciences—will encounter an outright deficit of persons available for vacant faculty positions. The exact nature and extent of any pending shortages is debatable, of course, but it is clear that, for the near future, academe faces a more competitive environment for hiring and retaining faculty.

This year's Campus Trends survey offers evidence that the academic labor market is already changing. The market for faculty positions has become more active and administrators are finding it more difficult to fill some positions, particularly in high-demand fields. More competitive institutional responses are beginning to appear, including the hiring of faculty in advance of an actual vacancy and hiring faculty at salaries well above the usual level.

As of now, problems are still mainly confined to certain high-demand fields and specializations, although some institutions reported that these problems are affecting their recruiting efforts in general. Experiences also differ by type of institution.

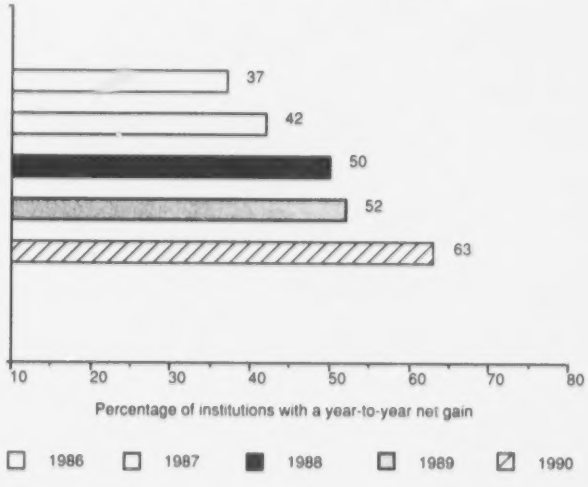
The Pace of Faculty Hiring Has Increased

In the past year, most colleges and universities increased the size of their faculty (Table 1).

- More than 6 in 10 reported a net gain in the number of their full-time faculty.
- Just over half (55 percent) reported a net gain in the number of their part-time faculty.

These gains in faculty numbers reflect an upward trend in the extent of faculty hiring. In 1986, only 37 percent of institutions had posted a net gain in full-time faculty; this year, 63 percent had a net gain (Figure 1).

Figure 1
Net Gains in Full-time Faculty



Survey results also point to regional differences in the extent of faculty hiring. In Western states, 80 percent of institutions reported a net gain in full-time faculty. In contrast, 54 percent of institutions in the East reported such gains, as did 61 percent of institutions in the South and 63 percent of institutions in Midwestern states.

A few institutions have experienced net reductions in the number of their full-time faculty. Nine percent of institutions, including 15 percent of public four-year institutions, reported net losses in the size of their full-time faculty. These reductions may

be a consequence of the financial difficulties currently confronting several states, where unexpected revenue deficits have necessitated sharp budget cutbacks for higher education as well as for other state agencies. Because these state financing problems are continuing, it is likely that a small segment of colleges and universities will experience further losses in their faculty ranks.

A Slowly Changing Profile of Faculty

Some changes are taking place in the racial, gender and age composition of the American professoriate (Table 1).

Race/ethnicity. Four in 10 institutions reported a net gain in the number of their faculty from underrepresented racial/ethnic groups. Some progress was also reported in moving minority faculty into tenured positions; about 2 in 10 institutions reported such gains (Table 1).

Doctoral universities are particularly active: more than 6 in 10 doctoral universities increased the number of their minority faculty in the last year, and half increased the number of their minority faculty who hold tenure (Table 1).

The countertrend, although involving only a few institutions, should also be noted: 7 percent of institutions reported a net loss in minority faculty, including 11 percent of public four-year institutions. This may reflect the budgetary problems faced by certain states or, more generally, the effects of strong competition for minority faculty.

Gender. Most colleges and universities (61 percent) increased the number of women among their faculty in the past year. This was reported by a majority of each type of institution but was most often reported by doctoral universities (75 percent).

A majority of institutions (53 percent) also reported progress in moving women into tenured positions; as many as 72 percent of doctoral universities reported a net gain in the number of women faculty with tenure. Last year, 6 in 10 doctoral institutions had reported such gains.

Taken together, these results on improved representation of women and racial/ethnic faculty are encouraging (Figure 2). In fact, all sectors of higher education posted an improvement in their hiring of women and minority faculty, compared to last year (*Campus Trends*, 1989).

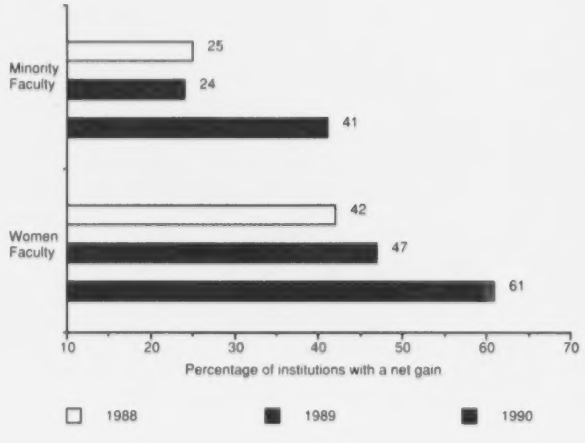
This record suggests that many American colleges and universities are making a serious effort to bring racial/ethnic and gender diversity into their faculty ranks. Indeed, 8 out of 10 institutions reported that they have taken steps to increase the percentage of minorities among their new faculty appointments, and 7 out of 10 have taken steps to increase the percentage of women among their new faculty appointments (Table 4). The reader should note, however, that these results describe the direction of change, not their magnitude; it is likely that most institutions have recorded only small numerical gains.

Age. Some institutions, especially at the university level, reported an increase in the past year in the number of their faculty who are 65 and over; only a few (4 percent) reported a net gain in the number of their faculty who are 70 and over.

At doctoral universities, 33 percent have seen a net gain in faculty who are 65 and over, and 16 percent reported a net gain in the number of their faculty who are 70 and older. A similar pattern is evident at comprehensive universities: 29 percent reported an increase in the number of faculty 65 and over, and 4 percent reported a net gain in faculty 70 and over.

Overall, this still represents only modest change. Academe has not yet witnessed any significant trend toward increased numbers of retirement-age faculty choosing to stay active as faculty. In the near future, as mandatory retirement is abolished and as the number of retirement-age faculty increases, it will be valuable to monitor whether increasing numbers of faculty choose to retain their faculty appointments after age 65 or 70.

Figure 2
Net Gains in Hiring Minority and Women Faculty



The Current Picture for Faculty Hiring, Replacements and Retirements

Along with a substantial amount of faculty hiring in the last year, the nation's campuses have also experienced a modest amount of faculty "turnover" as current faculty have left to go to other academic institutions or to nonacademic settings (Table 2).

- New full-time faculty appointments since July 1988 accounted for an average of 7.9 percent of today's current faculty.
- A few institutions (15 percent) reported that recent appointments accounted for 15 percent or more of their total faculty. Only 4 percent of institutions had no new hiring since 1988.
- Only a small proportion of faculty left to take other faculty positions during 1988–89. On average, such departures accounted for 2.6 percent of full-time faculty. Baccalaureate colleges experienced these losses to a somewhat greater extent, affecting 3.4 percent of their full-time faculty during the past year.
- Only a few institutions reported that members of their faculty left to take nonacademic positions. Sixty-three percent reported that this did not happen during academic year 1988–89, and another 19 percent reported that less than 2 percent of faculty had left for nonacademic settings. On average, less than 1 percent of faculty positions were affected.
- Among doctoral universities, 79 percent had experienced some faculty attrition to corporations and other nonacademic settings. Such losses involved an average of 1.2 percent of faculty, but it is likely that this attrition was concentrated in a few fields where industry is a strong competitor for research talent.
- Faculty retirements were reported by 75 percent of institutions during 1988–89. Among public four-year institutions, almost all (92 percent) reported faculty retirements. On average, 1.8 percent of full-time faculty retired in the past year.
- Sector differences in retirement rates are notable. Public two-year institutions reported a slightly higher average, at 2.2 percent of faculty. Independent institutions had a lower retirement rate, at 1.3 percent of faculty positions. Indeed, 36 percent of independent institutions reported that they had no retirements during the last year.

By and large, these results suggest that the rate of faculty turnover in American higher education is still low but increasing. These averages for faculty turnover are somewhat higher than the long-term patterns estimated by Bowen and Schuster in their 1986 study of the American professoriate. They expected faculty retirements between 1985–2010 to average about 1.3 percent a year and other departures to average about 2.7 percent a year. They also expected an increasing rate of attrition after 1995 (Bowen and Schuster, 1986, p. 170). Notably, the results in this report for 1989–90 already exceed their general averages.

The *Campus Trends* results may overstate actual turnover, however. They reflect administrator judgments rather than detailed statistical analysis, and they may have been unduly affected by recent campus experiences in trying to retain faculty in certain highly competitive specialties or faculty "stars" who are in much demand. Nevertheless, the overall picture is likely to change still further in the years ahead.

Initial Signs of a Changing Academic Labor Market

Many of the nation's colleges and universities are already experiencing greater difficulty in hiring for faculty positions, although mainly in a few fields and specialities. According to results of this year's survey (Table 3):

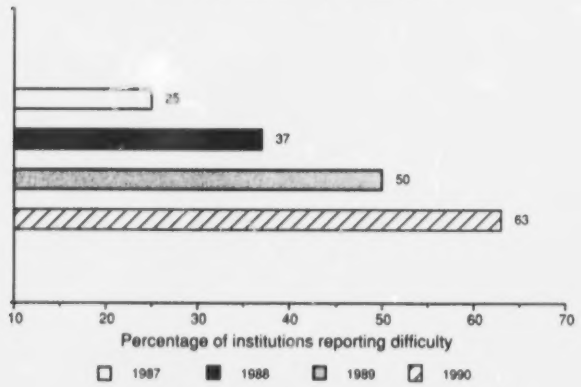
- Sixty-three percent of institutions are having greater difficulty in getting top applicants to accept positions offered to them.
- Sixty-five percent of institutions reported that it is taking longer to find qualified persons to fill faculty positions.

Notably, these indicators of the hiring environment show some change in even one year's time; in the 1989 survey, about half of institutions gave these responses (Figure 3).

These recruiting difficulties primarily affect a few departments or disciplines. Four in ten institutions reported having difficulty in a few fields, compared to the 2 in 10 institutions for whom these recruiting difficulties have become general problems.

Some administrators reported that the quality of applicants for faculty positions has declined. Thirty-seven percent felt this has occurred, especially administrators at baccalaureate colleges. This also represents an increase over the 1989 *Campus Trends*

Figure 3
Difficulty in Getting Top Applicants to Accept Faculty Positions*



*1990 includes responses of "yes, generally" and "yes, in a few fields."

survey, when about 20 percent reported a decline in the quality of applicants. Again, however, this mostly affects a few high-demand departments (Table 3).

In a new question this year, administrators were asked whether they are experiencing a lower "yield" in their attempts to hire faculty, i.e., that a lower percentage of their offers of faculty positions are being accepted. Close to 4 in 10 agreed that, at least in a few fields, their "yield" was lower than in earlier years.

Institutional Responses to a Changing Academic Labor Maket

Several questions this year focused on actions that colleges and universities might take to counter the marketplace difficulties they are experiencing. Actions have often involved offering greater financial compensation. Most institutions (65 percent), for example, have taken steps recently to improve fringe benefits for faculty. Most institutions (79 percent) also reported that they have taken steps to increase the attractiveness of the job for current faculty (Table 4).

A common strategy is to offer unusually high salaries to new faculty. So far, these actions have mainly involved high-demand positions or special situations. Thus, for example (Table 3):

- Forty-one percent of institutions have hired faculty in high-demand fields at a salary above their salary scale (or their generally-accepted salary ranges). Another 10 percent have done so generally.
- Twenty-five percent of institutions have hired new, junior faculty in a few fields at a salary that is above that of other senior faculty in the same department. Another 4 percent have done so generally.

Sector differences are strong on the use of these strategies. Most universities, but only half of the baccalaureate colleges and one-third of community colleges, have hired faculty at salaries above the normal salary scale. Similarly, both doctoral and comprehensive universities were more likely than baccalaureate colleges or two-year colleges to have hired new, junior faculty at salaries above that of senior faculty in the same department.

Other strategies are also appearing:

- In some instances, faculty have been hired in advance of an expected vacancy. Although only 14 percent of all institutions have done so, as many as 40 percent of doctoral universities and 23 percent of comprehensive universities have taken such steps in a few fields (Table 3).
- A good many institutions—about 6 in 10—have offered full-time faculty appointments to persons who had held part-time positions. Two-year institutions and baccalaureate colleges were more likely than universities to have taken such steps.
- Dual-career couples are getting new attention. Close to half of the institutions reported having recruiting situations which involved dual-career couples, and about 4 in 10 institutions have assisted the spouse's job search.

Almost 8 in 10 doctoral universities have provided job-search assistance to a candidate's spouse (for a few disciplines) and 6 in 10 comprehensive universities reported having offered such assistance to dual-career couples.

Steps have also been taken to widen the pool of applicants (Table 4).

- Three in 10 institutions have tried to widen their pool of applicants to persons with nonacademic experience.
- Thirty-four percent of institutions have taken steps to reexamine their criteria for making new faculty appointments.
- Close to half of institutions have taken steps to encourage students to consider a faculty career. Almost three-quarters of doctoral universities reported having done so.

Administrators are Concerned about Predicted Faculty Shortages

- Administrators at almost all institutions (89 percent) expressed concern about the effects of upcoming faculty shortages on at least a few departments or disciplines (Table 3).
- Administrators at 56 percent of institutions expressed concern about the effect of faculty shortages on their institutions generally. Administrators at about 7 in 10 universities—both doctoral and comprehensive—reported this general concern.
- Concern is greatest at public four-year institutions: 74 percent of administrators at public four-year institutions, but only 48 percent at independent institutions, expressed a general concern about the effects of upcoming faculty shortages.

On the whole, then, results from this year's survey offer early evidence of a changing academic labor market. A growing number of campuses reported recruiting difficulties, but many others did not. Some departments are taking new steps to recruit faculty successfully; other departments have not yet been affected. The general trend nevertheless is toward more recruiting activity and more competitive recruiting conditions, and many senior administrators are concerned about the effects of likely changes on their institutions.

Future *Campus Trends* surveys will continue to monitor campus experiences with and responses to still further change in the labor market for faculty. These 1990 results provide a baseline for comparison with the changes that are expected.

Looking Ahead

More than half of all colleges and universities (57 percent) expected an increased pace of faculty hiring for full-time positions during the next five years (Table 1).

- Community colleges are especially affected: 66 percent expected an increased pace of faculty hiring, including 71 percent of public two-year colleges.
- Most comprehensive universities (58 percent) also expected an increased pace of faculty hiring.
- In contrast, 40 percent of doctoral universities and 46 percent of baccalaureate colleges expected an increased pace to their faculty hiring.
- Over the next two years (Table 2), more than half of the nation's colleges and universities will need to hire faculty to fill 6 to 14 percent of their full-time faculty positions. Another 17 percent need to hire in sufficient numbers to fill 15 to 24 percent of their full-time positions.

Some institutions expected the pace of faculty retirements to increase in the near future, but others did not expect any change (Table 1).

- Fifty-six percent of institutions expected an increased pace of faculty retirements during the next five years.
- Public two-year colleges will be most affected; 71 percent expected increased retirements during the next five years.
- In contrast, only 40 percent of baccalaureate colleges expected the pace of retirements to increase during the next five years.

Some institutions have conducted systematic analyses of what their future hiring needs might be.

- About 1 in 3 institutions have conducted analyses that show likely changes in their faculty staffing picture. Four-year institutions have conducted these analyses more often than 2-year institutions (Table 4).
- In contrast, fully 8 in 10 institutions reported that they have the ability to do analyses, by age, of their faculty personnel picture.

Institutions Differ in their Ability to Attract Faculty

In view of an expected increase in faculty hiring during the 1990s, differences among institutions in their ability to attract faculty may be important. Today, many administrators consider their institutions to be in a relatively good position, especially because of recent gains in faculty salaries. Some are also aware that other factors—location, cost of living, teaching load, institutional mission, etc.—affect the decisions of potential faculty.

- Fifty-nine percent of institutions consider their ability to attract and hold faculty to be either "excellent" or "very good" (Table 12).
- Levels of faculty compensation continue to be a concern; only one-third of institutions rated themselves as "excellent" or "very good" in faculty compensation. Baccalaureate colleges were least likely to do so.

Administrators also ranked their institutions in terms of five factors affecting their ability to attract faculty (Table 5).

- Over half of the administrators surveyed felt that their benefits and pension packages are competitive with similar institutions; another 41 percent felt that they are "on a par" with similar institutions.
- Most institutions also saw their location as being "on a par" or "competitive" with other institutions. However, 17 percent felt that their institutions were "uncompetitive" with regard to location.
- Only 15 percent of institutions said that differences in teaching load would make their institutions uncompetitive in recruiting for faculty. Even so, only 27 percent felt they were in a strongly competitive position on this factor.
- Research opportunities—equipment, facilities and other support—are a factor on which 28 percent of institutions ranked themselves as uncompetitive. Baccalaureate colleges were especially concerned about this factor; 41 percent were rated as uncompetitive in the research support they could offer to new faculty.
- Salary offers to new, junior faculty were thought to be "on a par" or fully competitive at 81 percent of institutions. Seventy-two percent said that their salary offers to new, senior faculty were "on a par" or fully competitive.

In brief, this survey offers evidence of both an increasingly competitive academic labor market and differing institutional ability to respond effectively to this change. More competition in faculty recruiting seems inevitably to mean increased financial pressures for college administrators, as they feel compelled to offer increased salaries, better research opportunities, help with housing costs, or reduced teaching loads.

The outlook is that future competition for faculty appointments will be a significant, continuing source of financial pressure on colleges and universities. In the last ten years, American colleges and universities have already raised average faculty salaries more than 12 percent (after adjusting for inflation) in an effort to overcome a tremendous loss in the faculty's purchasing power in the 1970s (Hexter, 1990). Although that loss has not yet been made up, these recent salary increases have strained college resources during a time when revenues have not been expanding. Still further pressures lie ahead, as the pace of hiring increases and as "high demand" hiring seems to call for salary offers way above average levels.

II. The Undergraduate Curriculum Today

Previous *Campus Trends* surveys have documented that, over the last decade, American colleges and universities have devoted considerable effort to reviewing and revising the undergraduate curriculum. Much activity has involved the strengthening of general education requirements.

This year's survey includes information on the overall structure of the undergraduate curriculum and on the nature and extent of general education requirements currently in place, including requirements for foreign-language study.

Courseload Requirements for Undergraduates

- A courseload in which a full-time student takes five courses each semester remains the dominant pattern at American colleges and universities. However, one-third of colleges and universities define four courses each semester as the normal courseload for their full-time students (Table 6).
- The dominant pattern for completion of a major field of study is one in which ten to fourteen courses are required. Requirements range upward, however, varying significantly by major field of study. As can be noted, 12 percent of institutions reported that their typical courseload requirement in a major is 20 or more courses (Table 6).

General Education Requirements

General education requirements continue to represent an important, if much debated, part of the undergraduate curriculum. Almost all colleges and universities in the U.S. (96 percent) have such requirements (Table 7).

- Most four-year institutions—86 percent—have a core amount of general education requirements that apply to all of their students. This is true of 89 percent of baccalaureate colleges and 90 percent of comprehensive universities.
- Among doctoral universities, 66 percent have general education requirements that apply to all students. Typically, these institutions have programs in engineering, nursing, pharmacy and other professions that have their own, somewhat different general education requirements.

- Among two-year institutions, almost all—96 percent—have general education requirements. Seventy percent of these colleges have requirements that apply to all students; another 26 percent have general education requirements that apply to some students, usually because programs for vocational certificates have different general requirements.

General Education Requirements Make Up a Sizeable Component of Undergraduate Education

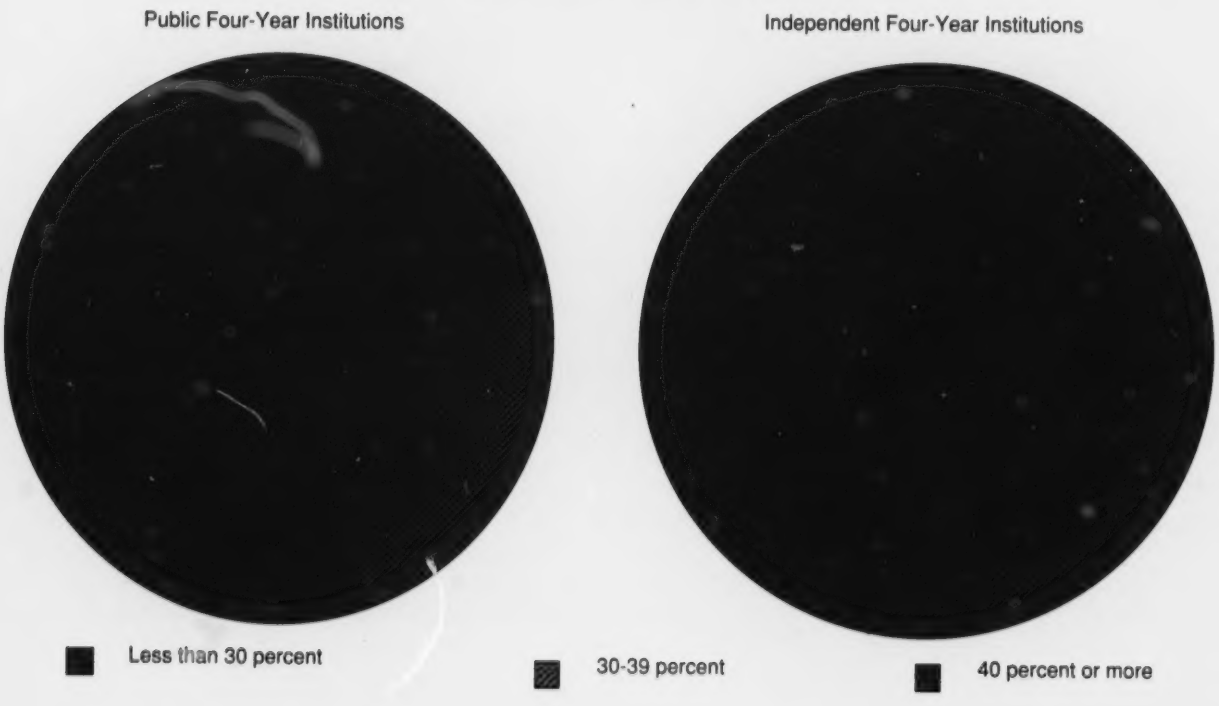
- Most colleges and universities require six or more courses in general education (Table 6).
- General education courses typically make up one third or more of total coursework. Most four-year institutions (81 percent) have general education requirements that involve 30 percent or more of total degree credits (Figure 4).

Distribution Requirements Dominate but Usually with Some "Core" Courses

- Most institutions (83 percent) structure their general education courses in the form of distribution requirements (Table 7).
- Almost as many—75 percent—describe their general education coursework as a "mix" of core and distribution requirements.
- Similarly, 78 percent of institutions have "core" courses that are taken by all students.
- Required "core" courses, on average, total more than 7 courses (Table 6).

These results offer good perspective on the way that American colleges and universities structure their general education requirements today. They must be interpreted with some caution, however. Academic practice varies in how each of these

Figure 4
Percentage of Total Degree Credits That are in General Education



terms—e.g., general education, distribution requirements, or "core" courses—are interpreted and implemented. A "core" course is especially subject to localized meaning. So too, information on the number of courses is difficult to interpret very precisely because of institutional differences in how the academic calendar is organized.

New Components of General Education Are Gaining Ground

- Interest in freshman seminars is strong (Table 7). Four in 10 institutions now offer freshman seminars, including 54 percent of baccalaureate colleges.
- Upper-division general education requirements are reported by almost half of four-year institutions. A year ago, about one-third had such requirements.
- Senior "capstone" courses are now offered by about one-third of four-year institutions.

Culture and Civilization

Close to half of all colleges and universities (45 percent) require students to take courses focused on Western civilization (Table 8). Similarly, close to half (44 percent) require students to take courses focused on world civilization. Institutions differ in their approach to such requirements:

- For Western civilization, 23 percent of institutions offer a specific required course in the subject while an equal proportion (22 percent) allow students to choose from among several course options that focus on Western civilization (Table 8).
- The world civilization requirement is most often met by offering students several course options (mentioned by 28 percent). A specific required course was reported by only 15 percent of institutions.

A different pattern exists for required courses on racial or ethnic studies:

- Only 22 percent of institutions require students to take a course dealing with racial or ethnic studies. Slightly more doctoral universities—27 percent—have such a requirement (Table 8).
- Among the institutions with a racial or ethnic studies requirement, the most typical pattern is one in which students choose from among several course options. This approach appears about twice as often as that of requiring a specific course in racial/ethnic studies.

Apart from requirements, a majority of colleges and universities (59 percent) offer courses dealing with racial or ethnic studies (Table 11). Nine out of ten doctoral universities offer such courses.

Foreign Language Requirements: Different Directions Being Considered

- Among four-year colleges and universities, 36 percent currently require foreign-language study of all students; another 26 percent have language requirements that apply to some of their students (Table 8).
- Among universities, only 19 percent have a foreign language requirement that applies to all students.
- At least 6 in 10 four-year institutions are either considering whether to increase the number of foreign languages taught or have recently implemented such increases (Table 8).

About 4 in 10 four-year institutions are also considering, or have recently changed, other aspects of how they offer foreign language study. This includes:

- introducing new language requirements;
- adding to current language requirements;
- giving greater emphasis to foreign-language proficiency; and
- offering intensive study of foreign languages.

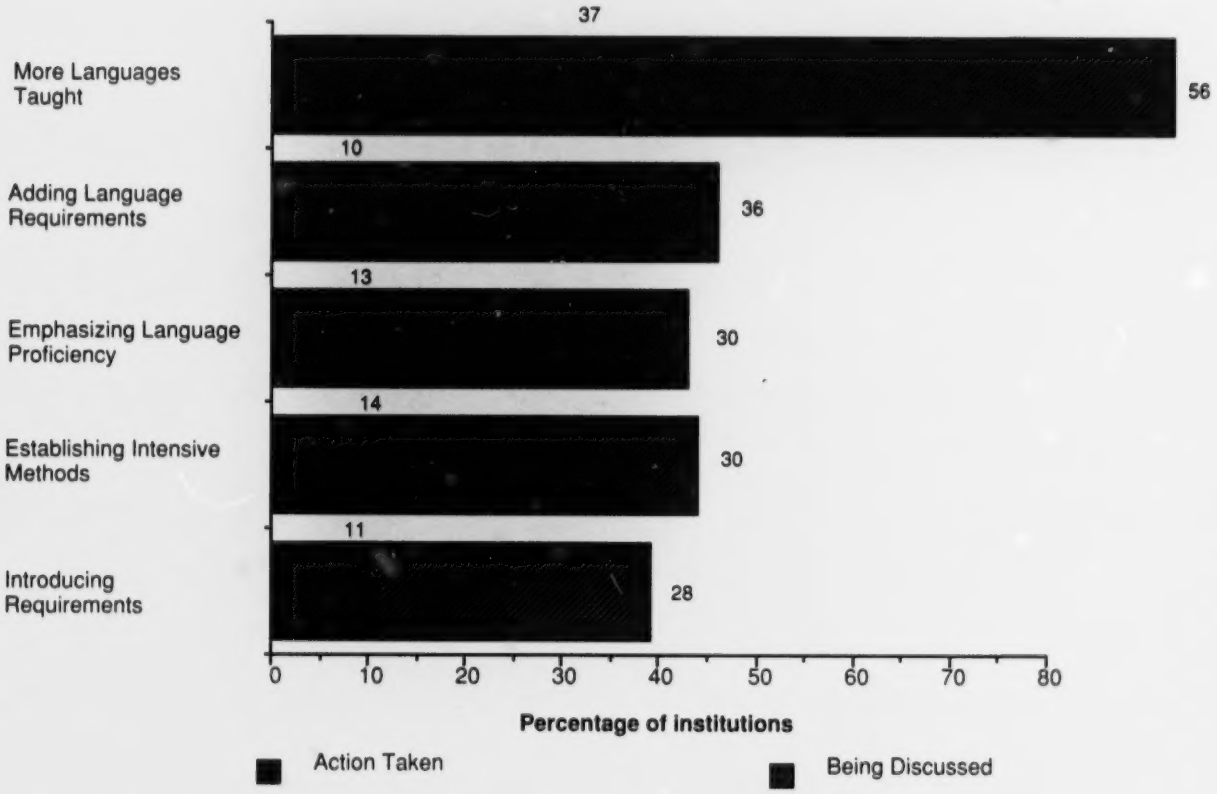
Among two-year institutions, the primary activity recently with regard to foreign languages is to increase the number of languages taught; more than 4 in 10 two-year colleges have recently increased the number of languages they offered, or are discussing such a change.

The overall result is that a sizeable proportion of colleges and universities are considering new approaches to foreign-language study. Figure 5 summarizes these results for all institutions, comparing actions taken and actions being discussed.

There is Support for Further Strengthening of General Education

In fall 1989, Lynne Cheney, the head of the National Endowment for the Humanities, issued a report calling for more general education requirements as part of undergraduate study. Titled *50 Hours*, the report recommended that colleges and universities require that baccalaureate students complete 50 credit hours in general education studies (including foreign language study) in a typical 120 credit-hour program for the baccalaureate degree.

Figure 5
Changing Approaches to Foreign Language Study



In this survey, administrators were asked whether they would support a 50 credit-hour requirement in general education, as well as the specific credit hours that were suggested for each of several broad subject areas by the Cheney report. The questions did not specifically link these suggestions to the recent NEH report, however, nor did they seek opinion on the NEH report's suggestions for what subject matter should be included in each area.

Results indicate that a good many academic administrators at four-year institutions support the concept of 50 credit hours devoted to general education (Table 7).

- Among four-year institutions, 39 percent already required at least 50 credit hours in general education (including foreign language).
- At another 27 percent of four-year institutions, such requirements were not in place but were favored by the senior administrators responding to this survey.
- Put another way, only one-third of administrators at four-year institutions did not favor a 50-hour general education requirement.
- In response to another question, over half of administrators at four-year institutions indicated that they would favor a stronger general education component than currently exists at their institutions. At doctoral universities, seven in ten administrators took this position.

Some of the NEH report's recommendations for allocating those 50 hours are also mirrored in current curricular requirements. The NEH report recommended, for example, that students take 6 credit hours in social sciences, 6 hours in mathematics, 8 hours in natural sciences, as well as 12 hours in foreign-language study and 18 hours in culture and civilization courses. Some of these recommendations, at least in terms of number of credits required, are already in place (Table 7):

- Eighty-five percent of four-year institutions currently require that students complete 6 credit hours in social sciences.
- Sixty-seven percent of four-year institutions currently require that students complete 8 credit hours in natural sciences.

- Thirty-nine percent of four-year institutions currently require that students complete 6 credit hours in mathematics.
- Forty percent of four-year institutions currently require that students complete 18 credit hours in culture and civilization courses.

The NEH recommendations for a foreign-language requirement received the least support.

- Only 20 percent of four-year institutions currently require that students complete at least 12 hours in foreign language.
- Administrators at another 42 percent of four-year institutions do not have a 12-hour foreign-language requirement and do not favor such a requirement.

This may be due to the fact that some institutions state their language requirements as levels of proficiency, rather than in terms of specific credit-hour requirements.

Public and independent four-year institutions differ in their approach to foreign-language requirements. Among four-year independent institutions, 25 percent now require 12 or more hours in foreign language and another 38 percent would favor such a requirement. Among public four-year institutions, only 6 percent now require 12 or more hours in foreign language, and most—55 percent—would not favor such a requirement.

III. Enrollment: Gains and Losses

Enrollment growth has characterized American higher education over the last few years. According to U.S. Department of Education estimates, more than 13.5 million students enrolled in fall 1989, an all-time high for U.S. enrollment.

Figure 6 shows the proportion of colleges and universities that increased their enrollment in recent years. As can be seen, the proportion of institutions with enrollment gains increased between 1985–86 and 1988–89, both in headcount enrollment and in enrollment of first-time freshmen.

Responses for 1989–90 are somewhat different, including more reports of decreased enrollment (Table 9). This may be an early signal that the enrollment picture is changing for American colleges and universities. Indeed, recent newspaper reports have indicated that, for fall 1990, a good number of institutions are expecting a drop off in enrollment.

As Figure 6 demonstrates, fewer institutions reported enrollment gains in 1989–90 than had done so the previous year. And a substantial number of four-year institutions reported enrollment decreases, especially of first-time freshmen.

Differences by type of institution are also evident. Two-year institutions continue to see strong enrollment gains, but the four-year sector shows signs of no growth or, instead, a drop in enrollment.

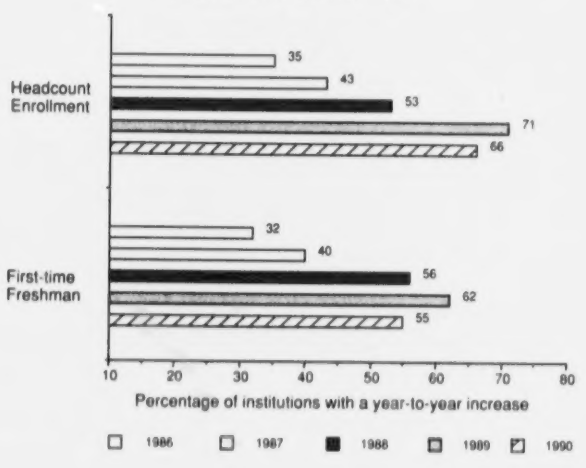
Changes in Headcount Enrollment

Overall, 66 percent of institutions increased their headcount enrollment in 1989–90, down from 71 percent in 1988-89. Sector differences are striking (Table 9):

- Only 29 percent of doctoral universities increased their headcount enrollment, down from 47 percent in 1988–89.
- Fifty-nine percent of comprehensive universities increased their headcount enrollment, down somewhat from 65 percent in 1988–89.
- Among baccalaureate colleges, 61 percent reported increases in headcount enrollment, down from 77 percent in 1988–89.
- In contrast, 78 percent of two-year colleges increased their headcount enrollment, a gain over last year when 72 percent had increased their enrollment.

This extent of change for baccalaureate colleges and doctoral universities is quite sizeable, especially over one year's time.

Figure 6
Yearly Increases in Enrollment



Changes in Enrollment of First-Time Freshmen

A similar pattern occurs with enrollment of first-time freshmen, which sometimes serves as an early indicator of the overall direction of future enrollments (Table 9):

- Fifty-five percent of institutions increased their enrollment of first-time freshmen in 1989–90, down from 62 percent in 1988–89.
- Among baccalaureate colleges and comprehensive universities, only 4 in 10 increased the number of first-time freshmen, down from 54 percent and 64 percent, respectively, in 1988–89.
- Again, two-year colleges had a different experience, with 76 percent reporting an increase in first-time freshmen. Among public two-year colleges, 80 percent reported increased numbers of first-time freshmen.

Decreases in first-time freshmen were reported by 23 percent of institutions. Four-year institutions were especially affected:

- Forty percent of doctoral universities reported a decrease in first-time freshmen (compared to 16 percent in 1988–89).
- Among baccalaureate colleges, 33 percent reported a decrease in first-time freshmen (compared to 18 percent in 1988–89).
- Thirty percent of comprehensive universities reported a decrease in first-time freshmen (compared to 12 percent in 1988–89).
- In contrast, very few two-year colleges (11 percent) decreased their first-time freshman enrollment. Among public two-year colleges, only 8 percent decreased their first-time freshman enrollment.

Thus, a substantial proportion of four-year institutions registered some decrease in first-time freshmen during 1989–90. The contrast with the previous year is also noteworthy, again suggesting that the enrollment picture—at least for some four-year institutions—may now be moving away from the growth patterns of the 1980s.

One factor that makes it difficult for institutions to gauge change in their enrollment picture is the apparent increase in multiple applications. As Table 9 indicates, 73 percent of colleges and universities reported that the total number of applications received had increased during 1989–90, even though somewhat fewer—66 percent—had an increase in enrollment.

Differences by Type of Student

- A majority of colleges and universities (56 percent) reported an increase in part-time students. Only 11 percent had a decrease in part-time enrollment (Table 9).
- Two-year colleges saw the greatest increase in part-time enrollment: 68 percent of all two-year institutions—and 71 percent of public two-year institutions—reported an increased enrollment of part-time students.
- Almost half (47 percent) of all institutions reported an increase in the number of their students age 25 and older.
- Forty percent of institutions reported an increase in the number of transfer students they enrolled in 1989–90 (Table 9).
- Three in 10 institutions increased the number of international students on their campuses in 1989–90 (Table 9).
- Forty-three percent of all four-year institutions reported an increased number of graduate students in the last year. Half of comprehensive universities reported increased graduate enrollment.

Colleges Expect Modest Enrollment Growth in the Next Five Years

Most American colleges and universities expect that their enrollments will grow by 1 to 10 percent over the next five years (Table 10). Sector differences are striking:

- Two-year colleges are especially likely to expect growth; 61 percent expected enrollment increases of 1 to 10 percent, and another 32 percent expected even larger increases.
- Among doctoral universities, relatively few—4 in 10—were expecting any enrollment growth. In fact, one-third of doctoral universities expected no change in enrollment over the next five years, and 21 percent expected to decrease their enrollment.
- Most baccalaureate colleges—79 percent—expected modest enrollment growth over the next five years; only 4 percent expected an enrollment decrease.

In view of the decreases already reported for first-time enrollment at four-year institutions, some of these expectations appear to be unduly optimistic. Many institutions might, at best, register no change in their overall enrollment.

Minority Enrollment

Despite the fact that most American colleges and universities have declared their hopes of enhancing the representation of African Americans, Hispanics, Asian Americans, and Native Americans on their campuses, relatively few are actually making progress on this goal. Survey results show that a small proportion of institutions are actually increasing the numbers of minority students on their campuses.

- Only 3 in 10 institutions reported an increase in enrollment of African American, Hispanic and Asian American students. Most of the others held about steady, but 4 to 7 percent lost ground on minority enrollment (Table 9).
- Only 1 in 10 institutions reported increased enrollment of Native American students. Notably, 23 percent of doctoral universities reported an increase in their Native American enrollment.

Steps to Increase Minority Participation

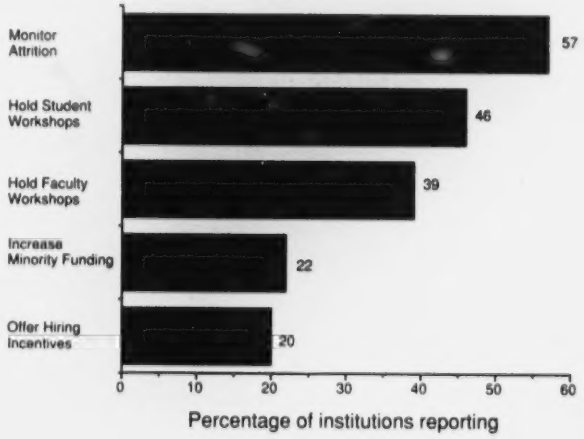
Table 11 reports on various campus strategies designed to enhance minority participation and achievement in higher education, strategies based in large part on ACE's Handbook for Enhancing Diversity (1989). Results indicate that a good many institutions have adopted these strategies (Figure 7). And, compared to last year, more campuses are trying certain strategies; others are discussing some of these options.

- Half of American colleges and universities track minority student attrition each term and review data on completion rates for minority students (Table 11). Another 20 percent of institutions are discussing such monitoring procedures.
- Procedures for tracking minority student progress are most often found at universities, including 8 in 10 doctoral universities and 7 in 10 comprehensive universities.
- Workshops to increase racial and cultural awareness among students are conducted by half of institutions; similar workshops for faculty, staff and administrators are conducted by close to 4 in 10 institutions. All of these figures show increased use of workshops compared to 1989 (Figure 4).
- One-third of institutions have published a plan for increasing minority participation on their campuses. One-half of comprehensive and doctoral universities have done so
- Two quite specific strategies—offering incentives to academic departments to increase hiring of minority faculty and making a major increase in funds allocated for improved minority participation—have been adopted by only 20 percent of institutions. Another 23 percent are currently discussing whether to increase funds for improving minority participation.
- Financial incentives are found mainly at universities, including 59 percent of doctoral universities and 42 percent of comprehensive universities.

Workshops have seen increased use in a year's time; in the 1989 survey, 37 percent of institutions held workshops for students, and 3 in 10 held workshops for faculty and staff. Other strategies have seen very little change in use, compared to the 1989 *Campus Trends* results.

Six in ten institutions currently offer courses in ethnic or minority studies. Fully 9 in 10 doctoral universities do so, as do about 7 in 10 baccalaureate colleges and 8 in 10 comprehensive universities. Among two-year colleges, only 40 percent offer such courses (Table 11).

Figure 7
College Actions to Improve Minority Participation



Differences in Ability to Attract Black and Hispanic Students

Relatively few American colleges and universities consider themselves successful in attracting Black and Hispanic students (Table 12).

- Only 19 percent of administrators rated their institutions as "excellent" or "very good" in attracting Black students.
- Similarly, only 15 percent of administrators rated their institutions as "excellent" or "very good" in attracting Hispanic students.
- About 6 in 10 institutions were rated as "fair" or "poor" in terms of their ability to attract Black or Hispanic students.

These responses are about the same as those given in the 1989 survey.

IV. Assessment Activity

Campus attention to assessment is quite widespread at present. Fully 8 in 10 institutions have some assessment activities currently under way (Table 13). This represents a steady increase since 1988.

It should be noted that, although assessment may be getting wide attention, these responses do not necessarily reflect a substantial level of activity. Evidence from another survey of assessment activity indicates, for example, that relatively comprehensive approaches to assessment—involving many parts of the institution and a long-term commitment to assessment methods—are found at about 30 percent of institutions (Johnson, 1990).

The overall picture, then, is best seen as one in which about one-third of American colleges and universities have serious initiatives directed toward student assessment, and most others are experimenting with student assessment on their campuses, possibly only in discussions among a few persons or within a single department.

To this observer, this nevertheless represents a substantial response to a relatively new "movement" in higher education. Other, quite worthy changes have been adopted very gradually in academe, but assessment has seen wide—if not deep—attention on the nation's campuses in only a few years' time. This has occurred despite the fact that assessment calls for a fundamentally different and sometimes controversial way of looking at student learning. External prodding by states and by accrediting agencies has certainly been a factor. Another explanation may lie in the fact that assessment activity has turned toward activities favoring specific institutional interests, e.g., in conducting alumni surveys, improving student retention, or documenting effects of curriculum changes. For whatever combination of reasons, it is nevertheless unusual for any single reform initiative to gain such widespread response among American colleges and universities in a short period of time.

External Agencies Play an Important Role

- Fifty-two percent of institutions reported that their current assessment activities are part of a self-study for a regional accrediting agency (Table 13). This is a slight increase since 1989, when 47 percent gave this answer.
- Forty-two percent of institutions reported that their state is requiring assessment procedures. In 1989, 33 percent had reported that their states had mandated assessment.
- Among public institutions, 53 percent of two-year colleges and 55 percent of four-year institutions reported that they are working under a state mandate to develop a student assessment program.

These external requirements exert an important influence on the nation's colleges but it should also be recognized that, in addition to the campuses facing such a mandate, many other colleges and universities are also experimenting with techniques of assessment. It is also true that most state mandates and accrediting guidelines allow colleges and universities considerable leeway in how they develop their assessment programs (Ewell, 1990).

Approaches to Assessment are Increasingly "Local"

- Despite the external influences giving momentum to assessment activity, the majority of institutions (66 percent) reported that they are relying on their own, locally-developed instruments for assessing student learning. This tendency has increased in a year's time; in 1989, 55 percent were developing their own assessment tools (Table 13).
- Interest in locally-developed instruments has grown in all institutional sectors, with the result that all sectors now have a majority of institutions reporting such "local" assessment activity.
- Portfolio assessment—a method of assessing several pieces of a student's work completed as part of regular courses—is currently in place at 3 in 10 institutions.

- Thirty-five percent of institutions are collaborating with other institutions on their assessment activities. Some of these collaborative efforts undoubtedly reflect the growth of state-level networks on assessment.

Early Uses of Assessment Results

Following several years of activity, the majority of American colleges and universities—63 percent—have by now obtained some results from their assessment activities (Table 13). Among two-year colleges, 7 in 10 have obtained results.

So far, uses of assessment information have been largely internal:

- The most frequent use of assessment results has been to make reports available to deans, department chairs, and faculty. Almost all institutions reported that these groups received assessment results.
- Assessment is especially being used for curriculum review and evaluation; 85 percent of campuses that have used assessment results have done so for purposes of program or curricular evaluation (Table 13). For 73 percent of institutions, assessment results have been used to support curriculum change.
- Student affairs offices are another prime audience for assessment results, mentioned by 73 percent of those institutions that have obtained results. Doctoral universities and two-year colleges were more likely than others to have made information available to student affairs offices.
- Feedback to students has occurred so far at only 56 percent of the institutions that have obtained results.
- State agencies or boards have received assessment results from half of the institutions that have obtained results. About two-thirds of public institutions that have obtained results have provided assessment information to their state agencies.

Reactions to Assessment

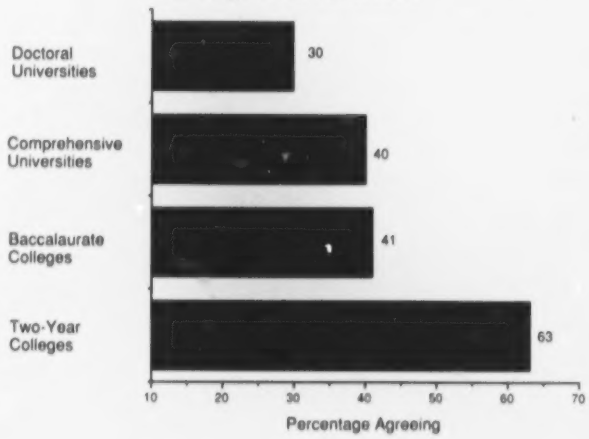
College administrators generally support the use of assessment as part of accreditation processes. However, they continue to have strong doubts about possible misuse of assessment information and, especially, misuse of nationally standardized tests. On these points, survey results have not changed over the past few years.

- Three out of four administrators agreed that, as part of the accreditation process, colleges and universities should be required to show evidence of institutional effectiveness (Table 14).
- Seven in ten administrators agreed that most campus officials have strong fears about the misuse of effectiveness measures by external agencies. Among universities, 8 in 10 administrators took this view.
- Seven in ten administrators also agreed that the use of nationally standardized tests posed a risk of distorting the educational process.

Split views still prevail about the uses and benefits of assessment:

- Just half of administrators agreed that student assessment will improve undergraduate education.
- Sector differences about assessment's prospects are striking: administrators at 63 percent of two-year colleges agreed that assessment will improve undergraduate education, but only 4 in 10 administrators at baccalaureate and comprehensive universities took this positive view. Only 30 percent of administrators at doctoral universities agreed that assessment will improve undergraduate education (Figure 8).
- About half (47 percent) of administrators favored having colleges and universities publish assessment results. Support for publication of findings is especially low at baccalaureate colleges, with only 35 percent supporting publication of results.

Figure 8
Will Assessment Significantly Improve Undergraduate Education?



V. Institutional Status

Institutional priorities are to some extent reflected in decisions about how available funds are spent and what areas will receive an increasing or decreasing proportion of funds. Spending patterns can be skewed by special institutional circumstances or by one-time events (e.g., by external funding) but they also offer, in aggregate terms, a broad picture of what areas are receiving funding priority among the nation's colleges and universities.

In a new question for this year's survey, administrators were asked whether several areas of possible spending had received increased or decreased allocations of funds recently. Results suggest that a wide range of spending needs are competing for the attention of campus administrators (Table 15).

Demands for increased spending affected most institutions in three areas:

- Spending for computer equipment and software, cited by 84 percent of institutions;
- Increased funding for faculty compensation, cited by 76 percent of institutions; and
- Health insurance costs, cited by 76 percent of institutions.

Two other areas of relatively widespread spending increases include:

- Faculty development, in which 60 percent of institutions reported increased spending; and
- Marketing and recruitment, mentioned by 58 percent of institutions.

In contrast, only a moderate percentage of institutions reported that they had recently increased their allocation of funds for several student-focused areas of activity:

- Only 37 percent of institutions had increased their spending to improve minority student progress and degree completion.
- Forty-four percent of institutions had recently increased their spending for activities to improve multi-cultural awareness.
- Forty-one percent of institutions had recently increased their spending for activities to improve transfer between two-year and four-year institutions.

Although some colleges and universities are devoting increased funds to these purposes, it is also true that these three areas ranked the lowest among all areas listed in terms of increased spending.

Administrators Take a Cautious View of Their Institution's Status

Administrators currently view their institutions in cautious terms. On each of several key dimensions of institutional status, only about half of administrators rated their institutions highly (Table 12).

- Close to half of administrators judged the financial condition of their institutions to be "excellent" or "very good." Twenty-two percent rated their financial condition as "fair" or "poor."
- Among two-year colleges, strong ratings of financial condition dropped compared to last year (43 percent in 1990 compared to 54 percent in 1989).
- Only one-third of administrators judged highly the adequacy of faculty compensation on their campuses. Close to one-third gave their compensation levels a rating of "fair" or "poor."
- The extent of collegiality among faculty was judged to be "excellent" or "very good" by half of college administrators, although only 37 percent of administrators at doctoral universities took this view.
- Another 42 percent of administrators judged the extent of collegiality among faculty to be "good" and very few—10 percent—gave judgments of "fair" or "poor."
- The level of trust in senior administrators was judged to be "excellent" or "very good" by 45 percent of administrators. Another 39 percent gave "good" ratings. Sixteen percent judged the level of trust to be "fair" or "poor."

VI. Important Challenges Ahead

As part of the *Campus Trends* surveys since 1988, administrators have been asked to name the three most important challenges facing their institutions over the next five years. Table 16 summarizes the results for 1990, based on categories developed from answers given by respondents. About 8 in 10 respondents provided comments.

The top issues for 1990, cited as major challenges at more than half of all American colleges and universities, included:

- Adequate finances;
- Hiring and retention of faculty; and
- Program quality.

Finances. Issues of adequate financial support outweighed all other problems, being cited by 65 percent of administrators. All types of institutions are affected, but financial concerns were most often cited at doctoral universities, where fully 8 in 10 listed adequate finances as one of the major challenges they are facing.

Some comments pointed to specific issues:

"Increased competition for extramural funding"

"Faculty hiring during budget austerity"

"Sufficient resources to maintain need-blind financial aid policy"

"Pressure from government regulations requiring large expenditures"

Others reflected pressures related to tuition levels:

"Finding new revenue sources to replace anticipated declines in tuition revenue"

"Moving away from a tuition-driven budget"

"Tuition and fee levels if the state economy worsens"

Financial challenges were often seen as calling for cost-containment:

"Making operations more cost-efficient"

"Containing costs (prioritizing among competing claimants)"

Financing issues are of wider concern today than in previous years; the percentage of administrators who have cited financial concerns as among their greatest challenges has grown steadily since 1988 (Figure 9).

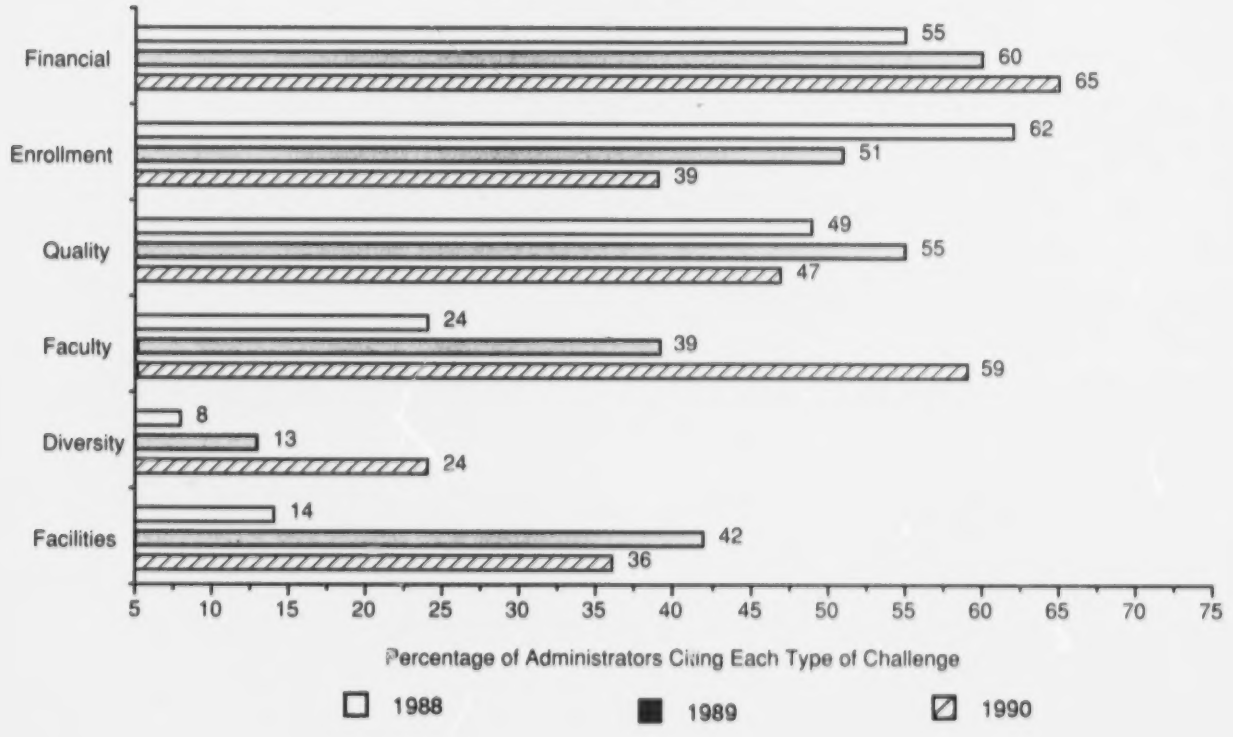
Faculty. Issues surrounding college faculty are also of widespread concern. Six in ten administrators listed such issues among their major challenges for the near future. The specific issues primarily involve campus responses to a changing academic labor market; most often cited were concerns about recruitment, hiring, and retention of faculty, along with concerns about adequate salary and compensation levels for faculty. The following are typical responses:

"To recruit and retain high-quality faculty (especially minority)"

"To attract qualified faculty to meet a huge retirement 'bubble'"

"To compete for qualified new faculty in science and engineering"

Figure 9
Major Challenges Ahead



"To keep faculty salaries and compensation highly competitive"

Issues of faculty development or faculty effectiveness comprised only a small portion of responses but reflected a variety of concerns. Examples include:

"To increase faculty cohesiveness and sense of value to the institution"

"To foster faculty 'energy' to change"

"To change faculty employment and career patterns to serve a fluid social and economic environment"

"To improve faculty excellence without undue evaluation"

Concern over faculty staffing issues has risen dramatically in the last few years; as can be seen from Figure 9, only 24 percent of administrators had cited this area of concern in 1988 and, in 1989, 39 percent had raised such issues. By 1990, a majority of college administrators in this survey (59 percent) cited faculty issues as among the major challenges they face over the next few years.

Program quality. Issues related to the quality of the academic program also rank high among administrator concerns. In the 1990 survey, 47 percent of administrators cited such issues as among the three major challenges they are facing.

Included in this area are concerns about strengthening the curriculum, maintaining quality with limited resources, and targeting resources more effectively. Responses focused on curricular improvement included the following:

"To sustain the momentum of the new general education program"

"To include global perspectives throughout the curriculum"

"To develop new programs to meet 21st century needs"

Other responses, acknowledging resource constraints, included:

"To improve the quality of undergraduate education, which will require reallocating funds and changing faculty incentives"

"To narrow our mission to fit resources"

"To make tough decisions on how the university will selectively invest in certain programs and divest itself of others"

"To maintain quality, comprehensiveness, and reputation in the face of significant budget challenges in our state"

"To find new methods of instruction which are both more effective and less costly"

Also included are efforts to implement procedures for assessment of student learning or institututional effectiveness, cited by 10 percent of administrators.

Three other challenges should be noted: enrollment issues, concern over campus facilities, and issues of diversity. These areas were cited as major challenges by 39 percent, 36 percent, and 24 percent of administrators, respectively. Each of these areas has shown changing patterns of response over the last three years.

Enrollment. As Figure 9 shows, enrollment issues have dropped since 1988 as an area of wide concern. However, differences between public and independent institutions have become sharper. In 1990, more than half of the independent institutions (57 percent) cited enrollment as one of the major challenges they face; many fewer public institutions—about one-quarter—cited enrollment as a major challenge.

Facilities. Concerns about facilities—including renovation and renewal needs, as well as needs for new buildings—were cited by 36 percent of administrators as among their most pressing challenges. Typical responses included:

"To find resources for renovating outmoded facilities"

"To address deferred maintenance of the physical plant"

Others spoke about new needs:

"To develop physical facilities to meet the needs of increased enrollment and expanded research participation"

"To provide first-rate facilities and instrumentation, especially in the sciences and engineering"

Facilities concerns have taken on greater importance since 1988, when only 14 percent of administrators cited it as a major challenge (Figure 9). Community college administrators were especially concerned about facilities needs in 1990, undoubtedly related to the enrollment growth they have been experiencing.

Diversity. Concerns about dealing with cultural and ethnic diversity at American colleges and universities have grown in importance in recent years. In 1988, only 8 percent of administrators had cited it as among their greatest challenges; this figure grew to 13 percent in 1989 and to 24 percent of administrators by 1990. Notably, comprehensive and doctoral universities were especially sensitive to this concern, with 32 percent and 30 percent of administrators at these institutions, respectively, citing diversity as among their greatest challenges.

CONCLUSION

From the evidence in this study, American colleges and universities appear to be entering the decade of the 1990s with a number of serious challenges but also with a record of having made progress with some major issues during the last decade.

The most notable progress, perhaps, is in the strengthening of requirements in the undergraduate curriculum. General education requirements, including core courses as well as distribution requirements, have again become the norm on the nation's campuses. New approaches to general education—freshman seminars and capstone courses, for example—have gained a substantial place among general requirements. The place of foreign languages has been debated, with change taking several different directions, sometimes moving toward a new emphasis on proficiency, in other instances involving more intensive teaching methods.

Conscientious attempts to find new ways to assess student learning are also characteristic of the last decade. Despite the controversial nature of the initial calls for assessment early in the decade, most campuses have moved ahead and found ways to obtain useful information on student learning, information that has become the basis for program and curricular improvements. Localized, campus-based initiatives have become popular, amidst continuing doubts about the effectiveness for assessment purposes of nationally standardized testing.

Substantial activity—although with limited results, as yet—is also evident in fostering greater participation in higher education of previously underrepresented groups. Most campuses today monitor the attrition and completion records of their African American, Hispanic and other minority students. Half of the institutions have held workshops to increase cultural awareness among their students, faculty and staff. One-third have published a plan on how they intend to foster greater minority participation and achievement.

Some serious challenges are ahead. Making greater progress with minority student achievement will become increasingly urgent, especially in those parts of the country where African American, Hispanic and other ethnic populations are growing rapidly. The problems that campuses face in renewing their physical facilities are fast approaching a crisis; growing technology demands add to this already heavy burden. A more competitive market for faculty has already caused difficulties for colleges and universities as they seek to hire new faculty. Looking ahead, enrollment drops may seriously affect the independent sector, giving new urgency to debate about how to recognize the contribution of these institutions to the public interest and to society.

Apart from the somewhat optimistic assessments that responding administrators sometimes offered in rating their own institution's strengths, this survey offers no information on which to judge how well the nation's colleges and universities will cope with these challenges. What the report can do, however, is to help administrators understand the nature of the problems they will face.

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TABLE 1–Patterns of Faculty Hiring
(Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doc-toral	Public 2-year	Public 4-year	All Inde-pendent
Full-time faculty were hired in:								
Tenure-track positions	82	74 *	80	96	96	76	96	79
Term or contract positions	86	77	91	97	87	77	95	90
Change in full-time faculty, 1988-89 to 1989-90:								
Net gain	63	63	59	69	66	66	58	62
No net change	28	28	33	20	18	25	28	30
Net loss	9	9	8	11	16	9	15	7
Change in part-time faculty, 1988-89 to 1989-90:								
Net gain	55	58	55	50	41	58	53	52
No net change	36	34	37	36	46	35	36	37
Net loss	9	8	8	14	13	7	11	11
Change in faculty 65 and over, 1988-89 to 1989-90:								
Net gain	18	13	15	29	33	15	29	15
No net change	72	80	73	58	60	77	61	74
Net loss	10	7	12	13	8	8	10	11
Change in faculty 70 and over, 1988-89 to 1989-90:								
Net gain	4	3	2	4	16	4	8	1
No net change	91	95	91	87	78	95	81	94
Net loss	5	2	7	9	6	2	11	5
Change in minority faculty, 1988-89 to 1989-90:								
Net gain	41	39	32	51	63	41	49	36
No net change	52	55	60	39	33	54	40	58
Net loss	7	6	8	10	3	5	11	7

TABLE 1–Patterns of Faculty Hiring
(Percentage of Institutions)
(continued)

	Total	2-year	Bacca-laureate	Compre-hensive	Doc-toral	Public 2-year	Public 4-year	All Inde-pendent
Change in women faculty, 1988-89 to 1989-90:								
Net gain	61	56	59	74	75	58	70	60
No net change	33	37	37	23	20	35	24	37
Net loss	5	7	4	3	5	7	6	3
Change in minority faculty with tenure, 1988-89 to 1989-90:								
Net gain	17	16	6	29	48	18	35	7
No net change	79	81	89	67	49	79	60	89
Net loss	4	3	6	3	3	3	5	4
Change in women faculty with tenure, 1988-89 to 1989-90:								
Net gain	53	39	60	63	72	41	65	57
No net change	41	52	36	31	25	51	29	39
Net loss	6	8	3	6	4	8	6	4
This institution:								
• is currently making extensive use of part-time faculty (more than one-fourth of courses)	44	62	33	28	20	66	26	32
• expects an increased pace of faculty hiring (for full-time positions) during the next five years	57	66	46	58	40	71	57	43
• expects an increased pace of retirement among full-time faculty during the next five years	56	63	40	66	53	71	66	36

* Only a few two-year institutions have formal tenure systems.

Source: Campus Trends, 1990, American Council on Education.

Weighted survey data (82 percent response) received from 364 institutions (including 127 two-year colleges, 72 baccalaureate institutions, 104 comprehensive universities, and 61 doctoral institutions).

TABLE 2 -- Recent Turnover Among Full-time Faculty
(Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Inde-pendent
Percentage of full-time faculty that retired in 1988-89:								
None	25	30	33	7	2	23	8	36
Less than 2 percent	22	18	18	31	38	20	26	22
2 to 4 percent	45	40	45	56	53	44	58	39
5 to 7 percent	6	9	4	4	7	10	7	3
8 percent or more	2	3	0	1	0	4	1	0
Average	1.8	1.9	1.5	2.0	1.9	2.2	2.1	1.3
Percentage of full-time faculty that left to take other faculty positions:								
None	28	50	12	6	0	50	4	17
Less than 2 percent	22	18	20	32	32	18	34	20
2 to 4 percent	31	20	40	42	41	19	38	40
5 to 7 percent	10	6	13	14	21	6	18	11
8 percent or more	9	7	15	5	5	6	6	13
Average	2.6	1.9	3.4	2.8	3.0	1.7	2.9	3.4
Percentage of full-time faculty that left to take positions in non-academic settings:								
None	63	76	61	44	21	77	39	60
Less than 2 percent	19	12	15	39	54	12	40	17
2 to 4 percent	13	9	18	12	25	6	20	17
5 to 7 percent	3	3	3	3	0	4	0	4
8 to 14 percent	1	0	2	2	0	0	1	2
15 percent or more	0	0	0	0	0	0	0	0
Average	0.8	0.5	1.0	1.0	1.2	0.4	1.1	1.0

TABLE 2 -- Recent Turnover Among Full-time Faculty
(Percentage of Institutions)
(Continued)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Inde-pendent
Percentage of full-time faculty that have been hired since July 1988:								
None	4	8	2	1	0	9	1	2
Less than 2 percent	5	8	3	1	10	7	3	5
2 to 4 percent	24	28	17	24	26	27	23	20
5 to 7 percent	22	22	19	26	21	21	27	20
8 to 14 percent	30	22	36	37	31	23	32	35
15 percent or more	15	12	23	11	12	13	14	18
Average	7.9	6.7	9.5	8.1	7.2	6.7	8.4	8.8
Percentage of full-time faculty positions that will need to be hired in the next two years:								
None	4	6	2	2	0	4	0	5
Less than 5 percent	21	22	17	25	21	24	16	20
6 to 14 percent	54	52	57	54	61	53	65	51
15 to 24 percent	17	16	20	17	18	15	17	19
25 to 34 percent	3	4	4	2	0	3	1	5
35 percent or more	0	0	0	0	0	0	0	0
Average	9.1	8.9	9.6	8.9	9.6	8.8	9.7	9.2

Source: Campus Trends, 1990, American Council on Education.

Weighted survey data (82 percent response) received from 364 institutions (including 127 two-year colleges, 72 baccalaureate institutions, 104 comprehensive universities, and 61 doctoral institutions).

TABLE 3 -- Experiences in Recruiting Full-time Faculty in the Last Year
(Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doc-toral	Public 2-year	Public 4-year	All Inde-pendent
The quality of applicants has declined								
Yes, generally	6	11	2	4	3	12	4	2
Yes, in a few fields	31	29	40	24	16	31	35	29
No	63	60	57	72	80	56	60	70
It has taken longer to find qualified persons								
Yes, generally	20	20	26	14	13	22	21	19
Yes, in a few fields	45	44	36	61	55	47	55	39
No	34	36	39	24	32	31	25	42
We have had greater difficulty in getting top applicants to accept positions								
Yes, generally	22	22	24	20	15	23	25	20
Yes, in a few fields	41	44	28	51	57	43	49	35
No	37	34	48	28	28	34	26	45
A lower percentage of our offers are being accepted								
Yes, generally	13	11	19	10	10	12	19	12
Yes, in a few fields	25	24	18	32	38	27	32	20
No	62	64	63	58	52	61	50	68
We have hired some faculty in advance of an expected vacancy								
Yes, generally	4	1	7	6	6	1	7	6
Yes, in a few fields	10	4	10	17	34	4	15	14
No	86	95	83	77	60	95	78	80
We have hired some faculty at salaries above the salary scale								
Yes, generally	10	8	10	16	12	7	16	11
Yes, in a few fields	41	24	47	65	75	25	59	49
No	48	67	43	19	13	68	24	40

TABLE 3 – Experiences In Recruiting Full-time Faculty In the Last Year
(Percentage of Institutions)
(continued)

	Total	2-year	Bacca-laureate	Compre-hensive	Doc-toral	Public 2-year	Public 4-year	All Inde-pendent
We have hired new, junior faculty at a salary above that of some senior faculty in the same department								
Yes, generally	4	2	5	7	5	3	11	2
Yes, in a few fields	25	13	27	40	56	12	49	24
No	71	85	68	53	39	85	40	73
We have moved part-time faculty into full-time positions								
Yes, generally	8	14	4	2	2	14	2	4
Yes, in a few fields	50	51	58	44	31	53	39	54
No	42	36	38	53	67	33	58	42
We have had situations in which recruitment involved dual-career couples								
Yes, generally	8	4	13	8	9	4	10	10
Yes, in a few fields	38	22	37	63	78	20	65	41
No	55	75	50	28	14	76	25	49
We have assisted the spouse's job search for a dual career couple								
Yes, generally	10	4	14	14	18	5	17	11
Yes, in a few fields	29	19	26	48	61	18	50	29
No	61	76	60	39	21	77	33	60
We are concerned about predicted faculty shortages as they might affect:								
Our institution generally								
Yes	56	54	51	68	66	56	74	48
No	44	46	49	32	34	44	26	52
A few departments								
Yes	89	87	89	93	92	87	91	89
No	11	13	11	7	8	13	9	11

Source: Campus Trends, 1990, American Council on Education.
Weighted survey data (82 percent response) received from 364 institutions (including 127 two-year colleges, 72 baccalaureate institutions, 104 comprehensive universities, and 61 doctoral institutions).

TABLE 4 -- Planning for Faculty Hiring
(Percentage Agreeing with Each Statement)

	Total	2-year	Baccalaureate	Comprehensive	Doctoral	Public 2-year	Public 4-year	All Independent
Analyses can be done on all faculty by birth year	81	71	86	92	100	70	90	87
We have constructed a faculty-flow model that shows likely future changes in faculty staffing	34	22	46	37	54	24	38	43
There is a single salary schedule for all faculty	54	75	52	18	8	77	23	47
There are several faculty salary schedules, reflecting labor-market differences in a few fields	36	19	39	66	53	16	53	46
We have taken steps to:								
•Increase faculty compensation	90	89	92	90	97	87	88	95
•Increase job attractiveness for current faculty	79	75	84	78	80	72	78	86
•Improve fringe benefits for faculty	65	69	61	58	72	69	50	69
•Encourage students to consider a faculty career	42	30	53	45	71	29	48	52
•Increase the percentage of women among new faculty appointments	68	61	65	83	97	62	78	69
•Increase the percentage of minorities among new faculty appointments	79	79	71	88	98	82	89	72
•Widen the pool of applicants to include persons with nonacademic experience	28	38	22	17	17	43	19	19
•Reexamine our traditional criteria for new faculty appointments	34	44	27	23	17	46	24	26
•Reexamine our criteria and practices for awarding tenure	30	25	34	33	40	22	29	39

Source: Campus Trends, 1990, American Council on Education.

Weighted survey data (82 percent response) received from 364 institutions (including 127 two-year colleges, 72 baccalaureate institutions, 104 comprehensive universities, and 61 doctoral institutions).

TABLE 5 -- Competitive Position for Faculty Recruitment, Compared to Similar Institutions
(Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Inde-pendent
Our salary offers for new junior faculty are:								
Uncompetitive	19	18	28	12	7	16	14	25
On a par	46	52	43	40	37	53	46	39
Competitive	35	30	29	48	56	31	40	36
Our salary offers for new senior faculty are:								
Uncompetitive	28	28	37	17	18	24	27	33
On a par	40	40	41	40	25	43	37	38
Competitive	32	32	22	43	56	34	37	29
Our benefits/pension package for faculty appointments is:								
Uncompetitive	7	2	17	4	6	2	9	12
On a par	41	41	42	37	44	41	41	41
Competitive	52	57	40	59	50	56	50	47
Our location makes us:								
Uncompetitive	17	22	15	12	10	20	16	15
On a par	29	26	34	25	32	29	31	27
Competitive	54	53	51	62	58	51	53	58
Our teaching load makes us:								
Uncompetitive	15	13	11	31	5	12	21	15
On a par	58	59	63	48	49	60	50	59
Competitive	27	28	26	21	46	28	29	26
Our equipment, facilities and other support for research makes us:								
Uncompetitive	28	21	41	21	20	18	32	35
On a par	46	43	46	52	49	44	50	45
Competitive	27	36	13	26	31	38	18	20

Source: Campus Trends, 1990, American Council on Education.

Weighted survey data (82 percent response) received from 364 institutions (including 127 two-year colleges, 72 baccalaureate institutions, 104 comprehensive universities, and 61 doctoral institutions).

TABLE 6 -- Credit and Course Requirements
(Percentage of Institutions)

	Total	4-year	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Inde-pendent
Number of courses required in general education									
None	0	0	0	0	0	3	0	1	0
1 or 2	1	1	0	1	1	0	0	3	0
3 to 5	8	1	17	1	2	0	18	0	3
6 or more	91	97	83	98	96	97	82	96	97
Average	12.8	14.3	10.6	14.8	13.6	13.1	10.1	14.3	14.2
Number of core courses, required for all students									
None	10	13	7	12	14	13	8	10	13
1 or 2	14	12	17	10	14	21	18	14	11
3 to 5	33	31	36	30	32	34	40	28	30
6 or more	42	44	41	47	40	32	35	48	46
Average	7.5	7.4	7.6	8.1	6.5	5.4	7	8.2	7.5
Normal courseload for a full-time student									
Three courses	9	10	9	11	11	0	10	11	8
Four courses	32	32	32	31	31	36	36	29	30
Five courses	52	54	49	54	51	62	44	54	55
Other	7	5	10	4	7	2	10	5	7
Average	4.5	4.9	5.7	4.9	5.2	4.9	4.4	4.5	4.5
Most typical number of courses required in a major:									
Less than 10	22	14	36	13	17	11	36	12	16
10 to 14	47	63	21	62	64	68	20	56	64
15 to 19	19	18	22	21	14	14	19	22	17
20 or more	12	5	22	5	5	7	24	9	3
Average	12.6	12.3	13.0	12.5	12.1	12	13	13	12

TABLE 6 -- Credit and Course Requirements
(Percentage of Institutions)
(Continued)

	Total	4-year	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Inde-pendent
Percentage of total degree credits that are required to be in general education:									
None	0	0	0	0	0	2	0	1	0
Less than 10 percent	0	0	0	0	0	2	0	1	0
10 to 19 percent	4	2	7	1	3	4	8	2	2
20 to 29 percent	19	16	24	13	21	22	28	19	13
30 to 39 percent	38	46	24	44	51	44	24	55	39
40 percent or more	39	35	46	42	26	26	40	23	46
Average	37.0	36.1	38.7	37.3	34.7	32.8	38	34.6	37.6

Source: Campus Trends, 1990, American Council on Education.

Weighted survey data (82 percent response) received from 364 institutions (including 127 two-year colleges, 72 baccalaureate institutions, 104 comprehensive universities, and 61 doctoral institutions).

TABLE 7 -- General Education Requirements

	Total	4-year	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Inde-pendent
Undergraduates must complete a core amount of course work in general education:									
No, not required	4	4	3	3	5	8	4	6	2
Yes, required for all students	79	86	70	89	90	66	66	84	90
Yes, required for some students	17	10	26	8	6	26	30	10	8
Percentage of institutions, among those with requirements:									
Core requirements include:									
Distribution requirements	83	85	81	81	89	94	83	85	82
"Core" courses taken by all students	78	76	80	77	74	70	79	78	76
Freshman seminar	38	42	31	54	32	9	29	22	52
A mix of core and distribution requirements	75	76	73	76	77	73	73	72	77
Upper-division general education requirements	47	47	0	50	47	33	0	39	52
Senior "capstone" courses	35	35	0	41	25	24	0	23	41
General education should be stronger at this institution	56	54	57	53	52	68	56	55	56
General education requirements include twelve hours (or more) of foreign language study:									
Yes, now required	14	20	7	23	9	33	6	6	25
No, should be required	29	38	19	38	39	29	16	38	38
No, do not favor	57	42	74	38	51	38	78	55	37
General education requirements include six hours, social science:									
Yes, now required	80	85	75	82	86	93	74	91	81
No, should be required	11	8	15	10	6	5	17	6	8
No, do not favor	8	7	10	8	8	2	9	3	11
General education requirements include six hours, mathematics:									
Yes, now required	43	39	47	37	36	56	48	45	36
No, should be required	37	34	39	38	31	27	37	37	36
No, do not favor	21	27	13	26	33	17	15	19	27

TABLE 7 – General Education Requirements (continued)

	Total	4-year	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Inde-pendent
General education requirements include eight hours, natural sciences:									
Yes, now required	60	67	51	62	74	70	52	75	60
No, should be required	26	24	28	29	14	26	27	19	28
No, do not favor	14	9	21	9	12	4	22	6	12
General education requirements include eighteen hours, cultures and civilizations:									
Yes, now required	30	40	18	44	35	36	20	32	40
No, should be required	32	31	33	29	35	25	31	38	29
No, do not favor	38	29	49	26	30	39	49	30	31
General education requirements include a total of fifty hours in general education:									
Yes, now required	28	39	13	45	31	30	14	26	42
No, should be required	25	27	22	22	36	28	20	38	22
No, do not favor	47	34	65	33	33	42	66	36	36

Source: Campus Trends, 1990, American Council on Education.

Weighted survey data (82 percent response) received from 364 institutions (including 127 two-year colleges, 72 baccalaureate institutions, 104 comprehensive universities, and 61 doctoral institutions).

TABLE 8 -- Civilization and Foreign Language Requirements
(Percentage of Institutions)

	Total	4-year	2-year	Baccalaureate	Comprehensive	Doctoral	Public 2-year	Public 4-year	All Independent
Western civilization									
All students take a required course	23	28	16	36	25	5	17	19	32
All students take a course, with options	22	25	19	22	25	35	18	29	23
Not required	55	47	65	42	50	59	66	52	45
World civilization									
All students take a required course	15	20	7	24	19	5	3	17	24
All students take a course, with options	28	26	32	22	30	32	33	27	25
Not required	56	54	60	54	50	62	64	56	51
Racial/ethnic studies									
All students take a required course	8	7	9	7	6	9	5	8	9
All students take a course, with options	14	13	15	10	16	18	15	21	10
Not required	79	80	77	83	78	73	80	71	82
A foreign language is required for completion of an undergraduate major									
No	56	38	79	39	41	26	79	44	40
Yes, required for all students	15	26	1	31	19	19	1	13	29
Yes, required for some students	29	36	20	31	39	55	20	43	31
This institution is adding to its current foreign-language requirements									
Yes	4	3	6	4	1	6	6	3	4
Being discussed	25	32	16	36	27	25	14	30	32
No	64	58	73	56	61	58	74	61	57
Have already done so	6	7	6	4	12	10	6	6	7
This institution is introducing foreign-language requirements									
Yes	4	3	5	3	3	5	3	5	4
Being discussed	18	24	10	25	23	20	11	23	21
No	72	62	84	60	65	60	84	63	64
Have already done so	7	11	1	11	9	14	1	9	11

TABLE 8 -- Civilization and Foreign Language Requirements
(Percentage of Institutions)
(continued)

	Total	4-year	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Inde-pendent
This institution is restructuring requirements to emphasize foreign language proficiency									
Yes	6	8	3	7	9	7	3	8	8
Being discussed	17	25	8	29	18	19	8	19	26
No	70	60	83	58	64	63	84	66	59
Have already done so	7	7	6	6	9	10	6	7	8
This institution is restructuring requirements to allow intensive study of a foreign language									
Yes	8	10	5	10	9	7	5	9	10
Being discussed	16	22	10	22	21	21	11	19	20
No	70	61	81	61	62	58	80	65	63
Have already done so	6	8	4	7	8	14	4	7	8
This institution is increasing the number of languages taught									
Yes	29	30	28	31	28	28	28	30	30
Being discussed	19	25	11	30	19	14	13	19	24
No	44	36	56	32	38	46	53	43	37
Have already done so	8	10	5	7	15	12	6	9	9

Source: Campus Trends, 1990, American Council on Education.

Weighted survey data (82 percent response) received from 364 institutions (including 127 two-year colleges, 72 baccalaureate institutions, 104 comprehensive universities, and 61 doctoral institutions).

TABLE 9 – Changes in Enrollment, 1988-89 vs 1989-90
(Percentage of Institutions with each Change)*

	Total		Two-year		Bacca-laureate		Compre-hensive		Doctoral		Public 2-year		Public 4-year		All Inde-pendent	
	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.
Overall (headcount) enrollment	66	12	78	9	61	16	59	11	29	11	82	6	59	10	54	19
Total FTE enrollment	65	12	79	9	56	18	62	12	29	11	83	5	60	11	51	20
First-time freshmen	55	23	76	11	40	33	41	30	16	40	80	8	42	27	36	35
Full-time students	60	13	70	10	55	19	59	12	25	11	74	7	58	11	48	21
Part-time students	56	11	68	9	50	14	42	10	30	14	71	8	41	13	48	13
Graduate enrollment	43	10	0	0	39	6	50	16	36	9	0	0	49	10	39	10
Students age 25 and older	47	4	52	6	48	2	47	5	15	5	52	5	39	6	47	2
Black students	33	7	32	4	28	12	39	7	38	8	34	2	31	9	32	12
Hispanic students	24	5	24	3	20	6	25	7	42	5	26	3	21	8	24	6
Asian students	29	4	26	2	27	7	31	4	41	3	25	1	25	5	33	7
Native American students	10	5	10	3	7	6	10	8	23	8	10	1	14	9	7	7
Transfer students	40	8	37	5	41	9	47	13	42	13	39	4	47	13	38	10
International students	30	6	28	5	35	7	26	9	31	5	25	4	31	5	35	9
Total number of applicants	73	11	79	5	75	10	64	21	44	32	81	3	67	15	67	17

* Responses for "increases," decreases" and "no changes" sum to 100 percent. Percentages for "no change" are not shown on the table.

Source: Campus Trends, 1990, American Council on Education.

Weighted survey data (82 percent response) received from 364 institutions (including 127 two-year colleges, 72 baccalaureate institutions, 104 comprehensive universities, and 61 doctoral institutions).

TABLE 10 – Expected Enrollment Changes for the next Five Years
(Percentage of Institutions Reporting each Change)

	Total	2-year	Baccalaureate	Comprehensive	Doctoral	Public 2-year	Public 4-year	All Independent
Increase of:								
30 percent or more	5	4	7	2	4	3	1	2
21 to 29 percent	7	6	10	7	0	6	4	10
11 to 20 percent	19	22	19	15	0	23	18	16
1 to 10 percent	52	61	42	52	41	61	52	46
No change	12	3	17	18	34	2	16	21
Decrease of:								
30 percent or more	0	0	0	0	0	0	0	0
21 to 29 percent	0	0	0	0	0	0	0	0
11 to 20 percent	0	0	0	0	0	0	0	0
1 to 10 percent	5	4	4	6	21	5	9	5

Source: Campus Trends, 1990, American Council on Education.

Weighted survey data (82 percent response) received from 364 institutions (including 127 two-year colleges, 72 baccalaureate institutions, 104 comprehensive universities, and 61 doctoral institutions).

TABLE 11 – College Actions to Improve Minority Participation
(Percentage of Institutions)*

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Inde-pendent
Monitor minority student attrition each term:								
Yes	57	47	59	73	76	45	70	63
Being discussed	17	24	11	14	12	25	14	12
No	26	30	30	13	12	30	16	26
Compile figures on completion rates for minority students:								
Yes	54	44	53	72	80	44	72	55
Being discussed	18	23	12	16	10	23	12	15
No	28	33	35	12	10	33	16	30
Hold workshops to increase racial/cultural awareness among students:								
Yes	46	42	39	55	79	41	57	45
Being discussed	19	16	24	22	7	16	18	22
No	35	42	37	23	14	44	25	32
Hold workshops to increase racial/cultural awareness among faculty:								
Yes	39	41	28	42	64	42	48	32
Being discussed	25	20	32	31	8	18	24	31
No	36	39	40	27	27	40	28	37
Hold workshops to increase racial/cultural awareness among staff and administration:								
Yes	35	38	20	44	61	38	49	27
Being discussed	25	18	37	28	12	17	24	33
No	39	44	43	28	27	45	26	40

TABLE 11 – College Actions to Improve Minority Participation (continued)

	Total	2-year	Baccalaureate	Comprehensive	Doctoral	Public 2-year	Public 4-year	All Independent
Offer incentives to academic departments to increase hiring of minority faculty:								
Yes	20	10	15	42	59	11	48	16
Being discussed	12	13	8	19	14	12	11	13
No	67	78	77	38	27	77	41	70
Plan a major increase in funds allocated for improving minority participation:								
Yes	22	18	25	19	42	20	22	25
Being discussed	23	16	24	35	26	19	34	21
No	55	65	50	45	32	61	43	55
Have a published plan for increasing minority participation:								
Yes	34	31	26	49	51	34	59	22
Being discussed	19	20	15	19	27	24	15	17
No	47	49	59	32	22	42	26	62
Offer courses in ethnic/minority studies:								
Yes	59	40	67	78	91	42	78	65
Being discussed	9	13	4	9	5	13	8	6
No	32	48	28	13	4	45	15	29

* Excluding historically black institutions

Source: Campus Trends, 1990, American Council on Education.

Weighted survey data (82 percent response) received from 364 institutions (including 127 two-year colleges, 72 baccalaureate institutions, 104 comprehensive universities, and 61 doctoral institutions).

TABLE 12 – Administrator Views on Institutional Status
(Percentage of Administrators Giving each Rating)*

	Total	2-year	Baccalaureate	Comprehensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percentage rating own institution as "excellent" or "very good:"								
Ability to attract and hold good faculty	59	62	54	56	63	62	46	62
Adequacy of faculty compensation	32	38	19	35	41	42	26	24
Overall financial condition of the institution	47	43	49	50	46	46	37	52
Level of trust in senior administrators	45	46	46	45	35	43	42	49
Extent of collegiality among faculty	48	50	49	45	37	49	41	50
Ability to attract good students	34	30	35	39	53	30	34	39
Ability to attract black students	19	20	18	16	25	19	21	19
Ability to attract Hispanic students	15	21	8	13	24	20	12	13
Ability to attract and retain adult students	60	70	60	46	23	73	47	53
Percentage rating own institution as "fair" or "poor:"								
Ability to attract and hold good faculty	7	5	12	6	3	4	9	9
Adequacy of faculty compensation	32	28	44	21	29	24	35	38
Overall financial condition of the institution	22	18	29	17	21	17	30	21
Level of trust in senior administrators	16	14	20	14	9	15	16	16
Extent of collegiality among faculty	10	8	14	11	6	8	15	10
Ability to attract good students	19	24	18	15	6	22	11	21
Ability to attract black students	54	52	66	42	46	52	48	61
Ability to attract Hispanic students	64	62	75	51	55	62	60	68
Ability to attract and retain adult students	15	6	24	19	27	2	16	28

* Possible responses were "excellent," "very good," "good," "fair" or "poor." Percentages reporting "good" are not shown.

Source: Campus Trends, 1990, American Council on Education.

Weighted survey data (82 percent response) received from 364 institutions (including 127 two-year colleges, 72 baccalaureate institutions, 104 comprehensive universities, and 61 doctoral institutions).

TABLE 13 – Current Status of Student Assessment
(Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Inde-pendent
Our institution currently has assessment activities underway	82	88	76	83	68	87	79	79
Our state is requiring assessment procedures	42	50	28	47	45	53	55	25
Our current assessment activities are a part of a self-study for a regional accrediting agency	52	51	56	52	35	48	49	56
Our institution is developing its own instruments for student assessment	66	64	72	65	59	63	70	68
Our institution is collaborating with other institutions on assessment activities	35	51	19	29	27	53	34	19
Our institution is developing methods of portfolio assessment	31	31	37	28	19	27	27	38
We have obtained results from our assessment activities:								
Yes	63	70	55	66	44	70	62	57
No	37	30	45	34	56	30	38	43
Use of results, among those that obtained results:								
• Reports to state boards or agencies	52	57	42	51	66	65	69	28
• Reports to deans, department chairs	95	99	92	88	96	99	95	90
• Reports to faculty	91	96	96	74	70	96	85	89
• Reports to student affairs	73	84	62	58	73	85	60	66
• Feedback to students	56	62	51	46	51	63	47	52
• Program or curriculum evaluation	85	85	96	72	82	84	83	88
• Curriculum changes	73	83	67	53	67	82	66	66

Source: Campus Trends, 1990, American Council on Education.

Weighted survey data (82 percent response) received from 364 institutions (including 127 two-year colleges, 72 baccalaureate institutions, 104 comprehensive universities, and 61 doctoral institutions).

TABLE 14 – Attitudes on Student Assessment
(Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Inde-pendent
Student assessment will significantly improve undergraduate education	50	63	41	40	30	63	44	41
So far, attention to assessment has resulted mainly in new reporting requirements to the state	30	29	27	34	38	30	34	27
All colleges and universities should develop and publish evidence of their institutional effectiveness	47	59	35	43	36	60	46	36
As a condition of accreditation, colleges should be required to show evidence of institutional effectiveness	74	82	70	69	54	83	75	66
Most campus officials have strong fears about misuse of effectiveness measures by external agencies	73	71	71	81	79	74	72	73
Use of nationally standardized tests for purposes of student assessment risks distorting the educational process	70	63	78	68	77	63	66	78

Source: Campus Trends, 1990, American Council on Education.

Weighted survey data (82 percent response) received from 364 institutions (including 127 two-year colleges, 72 baccalaureate institutions, 104 comprehensive universities, and 61 doctoral institutions).

Table 15 – Changes in Allocation of Funds
*(Percentage of Institutions with each Change)**

	Total		Two-year		Bacca-laureate		Compre-hensive		Doctoral		Public 2-year		Public 4-year		All Inde-pendent	
	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.
Maintenance of buildings and facilities	48	8	49	6	53	5	40	14	44	12	45	6	35	16	58	5
Planning for new buildings	55	9	57	8	52	10	56	12	52	8	59	7	43	21	57	6
Computer equipment, software, etc.	84	2	87	1	78	4	89	2	66	2	88	2	75	5	83	2
Research facilities and equipment	26	5	8	7	22	3	50	5	71	5	10	8	48	10	27	0
Student financial assistance	57	8	45	9	75	6	54	8	64	8	41	9	38	12	83	4
Faculty compensation	76	2	74	2	82	3	78	1	62	2	73	1	59	3	88	3
Faculty development	60	3	64	3	68	5	49	2	26	5	64	2	44	7	65	3
Recruiting minority faculty and staff	44	2	38	2	37	3	61	2	64	0	39	2	54	3	43	2
Health insurance costs	76	2	76	2	75	2	72	1	81	5	77	0	67	2	79	4
Changing the undergraduate curriculum	45	1	48	0	36	2	50	1	50	0	46	1	43	1	44	2
Improving student transfer between community colleges and 4-year institutions	41	1	54	0	24	0	42	4	27	0	51	0	40	1	32	1
Marketing and recruitment	58	2	60	1	54	3	58	2	64	5	59	1	51	5	60	2
Improving minority student progress	37	1	35	0	28	3	53	1	57	0	35	0	50	2	33	2
Improving multicultural awareness	44	0	37	0	42	1	56	1	59	0	36	0	56	2	44	0
Collaboration with high schools	50	1	60	0	42	0	44	4	40	3	62	0	47	3	40	1
Programs serving adult learners	51	1	65	0	42	2	45	1	18	7	65	0	38	2	44	2
Student services	52	2	57	0	56	3	38	2	34	8	54	1	34	6	58	2
Improving the freshman year	49	0	44	0	55	0	49	2	46	0	41	0	45	2	58	0

* Responses for "increases," "decreases" and "no change" sum to 100 percent. Percentages for "no change" are not shown on the table.

Source: Campus Trends, 1990, American Council on Education.

Weighted survey data (82 percent response) received from 364 institutions (including 127 two-year colleges, 72 baccalaureate institutions, 104 comprehensive universities, and 61 doctoral institutions).

TABLE 16A -- Important Challenges in the Next five Years

(Percentage of Administrators Citing each Challenge)

	Total	2-year	Baccalaureate	Comprehensive	Doctoral	Public 2-year	Public 4-year	All Independent
Financial issues	65	69	62	57	79	65	65	65
Enrollment issues	39	31	46	42	47	24	27	57
Program quality	47	49	44	55	37	50	51	43
Faculty issues	59	58	59	67	53	63	65	54
Diversity	24	21	24	32	30	22	31	23
Facilities and technology	36	45	30	28	28	48	30	29
Serve new needs/populations	9	7	11	9	6	9	10	9
Other	20	21	25	8	20	19	21	20

Source: Campus Trends, 1990, American Council on Education.

Weighted survey data (82 percent response) received from 364 institutions (including 127 two-year colleges, 72 baccalaureate institutions, 104 comprehensive universities, and 61 doctoral institutions).

TABLE 16B -- Subcategories: Important Challenges in the Next five Years

(Percentage of Administrators Citing each Challenge)

	Total	2-year	Baccalaureate	Comprehensive	Doctoral	Public 2-year	Public 4-year	All Independent
Adequate finances	52	62	40	47	64	62	61	39
Fund-raising	13	7	22	10	15	3	4	26
Maintain enrollment	27	19	31	34	34	13	19	43
Enrollment growth	12	11	15	8	12	12	8	14
Assessment	10	14	7	9	4	15	11	6
Maintain quality	21	19	21	25	18	21	28	17
Strengthen curriculum	16	15	16	21	15	14	12	20
Serve new needs/populations	9	7	11	9	6	9	10	9
Effective faculty	14	12	17	13	14	12	11	16
Recruitment and retention of faculty	18	16	13	31	27	17	26	16
Other Faculty issues	27	31	29	23	12	34	27	22
Diversity	24	21	24	32	30	22	31	23
Facilities/technology	36	45	30	28	28	48	30	29
All other	20	21	25	8	20	19	21	20

Source: Campus Trends, 1990, American Council on Education.

Weighted survey data (82 percent response) received from 364 institutions (including 127 two-year colleges, 72 baccalaureate institutions, 104 comprehensive universities, and 61 doctoral institutions).

APPENDIX A: SURVEY QUESTIONNAIRE

AMERICAN COUNCIL ON EDUCATION

Division of Policy Analysis and Research

February 8, 1990

Dear Higher Education Panel Representative:

Attached is Higher Education Panel Survey No. 80, the seventh in a series of annual surveys sponsored by the American Council on Education.

The questionnaire asks about campus trends in faculty hiring, curriculum and other institutional practices, and seeks opinions on several academic issues. It should be completed by the **academic vice president** if at all possible.

All responses are held in strict confidence. Data will be reported in summary tabulations only and will not be identified with your institution.

Please return the completed questionnaire by March 9, 1990. If you have any questions or problems, please call us collect at (202) 939-9445.

Thank you. A copy of the survey report, Campus Trends, 1990 will be sent to all responding campuses.

Sincerely,

Elaine El-Khawas

Elaine El-Khawas
Vice President for Policy
Analysis and Research

EEK/rmh
Enclosure

One Dupont Circle, Washington, D.C. 20036-1193 (202) 939-9450
FAX (202) 833-4760

Higher Education Panel Survey Number 80

CAMPUS TRENDS, 1990

This questionnaire asks a series of general questions about policies and practices at your institution.
Please circle an answer for each question. If not applicable, please write N/A. All questions refer to 1989–90.

I. FACULTY

A. Were any (new) full-time faculty hired for academic year 1989–90 in:

	Yes	No
Tenure-track positions	2	1
Term or contract positions	2	1

B. Compared to 1988–89, did your institution have any **net** change in the number of:

	Net Gain	No Net Change	Net Loss
Full-time faculty	3	2	1
Part-time faculty	3	2	1
Faculty 65 and over	3	2	1
Faculty 70 and over	3	2	1
Minority faculty	3	2	1
Women faculty	3	2	1
Minority faculty with tenure	3	2	1
Women faculty with tenure	3	2	1

	Yes	No
C. Are you currently making extensive use of part-time faculty (i.e., for more than one-fourth of courses)?	2	1
D. Do you expect an increased pace of faculty hiring (for full-time positions) during the next 5 years?	2	1
E. Do you expect an increased pace of retirements among full-time faculty during the next 5 years?	2	1

F. In recruiting for full-time faculty positions in the last year,

	Yes, Generally	Yes in a few fields	No
the **quality** of applicants has declined	—	—	—
it has taken **longer** to find qualified persons	—	—	—
we have had greater difficulty in getting top applicants **to accept** positions	—	—	—
a lower percentage of our offers are being accepted	—	—	—
we have hired some faculty in advance of an expected vacancy	—	—	—
we have hired some faculty at salaries above the salary scale	—	—	—
we have hired new, junior faculty at a salary above that of some senior faculty in the same department	—	—	—
we have moved part-time faculty into full-time positions	—	—	—
we have had situations in which recruitment involved dual-career couples	—	—	—
we have assisted the spouse's job search for a dual-career couple	—	—	—

G. Are you concerned about predicted faculty shortages as they might affect:

	Yes	No
Your institution generally	—	—
A few departments at your institution	—	—

H. Which of the following are true of your institution:

	Yes	No
Analyses can be done on all faculty by birth year	—	—
We have constructed a faculty-flow model that shows likely future changes in faculty staffing	—	—
There is a single salary schedule for all faculty	—	—
There are several faculty salary schedules, reflecting labor-market differences in a few fields	—	—
We have taken steps to:		
increase faculty compensation	—	—
increase the attractiveness of the job for current faculty	—	—
improve fringe benefits for faculty	—	—
encourage students to consider a faculty career	—	—
increase the percentage of women among new faculty appointments	—	—
increase the percentage of minorities among new faculty appointments	—	—
widen the pool of applicants to include persons with nonacademic experience	—	—
reexamine our traditional criteria for new faculty appointments	—	—
reexamine our criteria and practices for awarding tenure	—	—

I. Compared to similar institutions:

	Uncompetitive	On a Par	Competitive
Our salary offers for new junior faculty are:	____	____	____
Our salary offers for new senior faculty are:	____	____	____
Our benefits/pension package for faculty appointments is:	____	____	____
Our location makes us . . .:	____	____	____
Our teaching load makes us . . .:	____	____	____
Our equipment, facilities and other support for research makes us . . .:	____	____	____

J. Of your total regular (full-time) faculty positions, please estimate the percentage that:

retired in AY 1988–89:	____%
left to take faculty positions at other academic institutions in AY 1988–89:	____%
left to take positions in nonacademic settings in AY 1988–89:	____%
were *hired* since July 1988:	____%
will *need to be hired* in the next two years:	____%

II. CURRICULUM

A. Are your undergraduate students required to complete a core amount of coursework in general education?

____ No, not required (Go to section D)
____ Yes, required for **all** students (Answer B and C)
____ Yes, required for **some** students (Answer B and C)

B. **If yes,** do these requirements include:

	Yes	No
Distribution requirements	2	1
"Core" courses taken by all students	2	1
Freshman seminar	2	1
A mix of core and distribution requirements	2	1
Upper-division general education requirements	2	1
Senior "capstone" course(s)	2	1

C. **If yes,** what is the:

number of *credits* required in general education? ___
number of *courses* required in general education? ___
number of *courses* that are "core," i.e., required for all students? ___
number of *credits* required for a degree? ___
number of *courses* required for a degree? ___

D. What is the normal courseload per term for a full-time student on your campus? Number of courses per term ___

E. What is the most typical number of courses required at your institution to complete a major?
Number of courses in a major ___

F. Would you favor a stronger general education component at your institution? Yes ___ No ___

G. Do you require the following credit hours (or more) in your general education requirements? Would you favor such credit hour requirements?

	Yes, now Required	No: Favor	No: Do not Favor
Twelve hours, foreign language	—	—	—
Six hours, social sciences	—	—	—
Six hours, mathematics	—	—	—
Eight hours, natural sciences	—	—	—
Eighteen hours, cultures and civilizations	—	—	—
A total of 50 credit hours in general education (including foreign language)	—	—	—

H. How are each of the following subject areas treated at your institution?
(Check all that apply)

	Western Civilization	World Civilization	Racial/ethnic Studies
All students must take a required course that covers this subject area	—	—	—
All students must take a course covering this area, but they can choose from among several options	—	—	—
Courses in this subject are offered but not required	—	—	—

I. Does your institution have a foreign language requirement for completion of an undergraduate degree?

___ No
___ Yes, required for all students
___ Yes, required for some students

J. Is your institution:

	Yes	Being Discussed	No	Already Did This
Adding to current foreign-language requirements	—	—	—	—
Introducing (or reintroducing) such requirements	—	—	—	—
Restructuring requirements to emphasize foreign language proficiency	—	—	—	—
Restructuring requirements to allow more intensive study of a foreign language	—	—	—	—
Increasing the number of languages taught	—	—	—	—

III. INSTITUTIONAL STATUS

A. How did your institution's enrollment change for 1989–90 compared to 1988–89:

	Increase (2% or more)	No Change	Decrease (2% or more)
Overall (headcount) enrollment	3	2	1
Total FTE enrollment	3	2	1
First-time freshmen	3	2	1
Full-time students	3	2	1
Part-time students	3	2	1
Graduate enrollment	3	2	1
Students age 25 and older	3	2	1
Black students	3	2	1
Hispanic students	3	2	1
Asian students	3	2	1
Native American students	3	2	1
Transfer students	3	2	1
International students	3	2	1
Total number of applicants	3	2	1

B. What enrollment change do you expect in the **next five years?**
Change, next five years ____%

C. About what percentage of your students (undergraduate) are:

residential (i.e., living in college-sponsored housing) ____%
African-American ____%
Hispanic ____%
Asian-American ____%
Native American ____%
International ____%

D. IF YOUR INSTITUTION IS A HISTORICALLY BLACK INSTITUTION, PLEASE SKIP TO QUESTION E.

Does your institution:	Yes	Being Discussed	No
Monitor minority student attrition each term?	3	2	1
Compile figures on completion rates for minority students?	3	2	1
Hold workshops each year to increase racial/cultural awareness among:			
students?	3	2	1
faculty?	3	2	1
staff and administrators?	3	2	1
Offer incentives to academic departments to increase hiring of minority faculty?	3	2	1
Plan a major increase in funds allocated for improving minority participation?	3	2	1
Have a published plan for increasing minority participation?	3	2	1
Offer courses in ethnic/minority studies?	3	2	1

E. Please rate your institution on each of the following:

	Excellent	Very Good	Good	Fair	Poor
Ability to attract and hold good faculty	5	4	3	2	1
Adequacy of faculty compensation	5	4	3	2	1
Overall financial condition of the institution	5	4	3	2	1
Level of trust in senior administrators	5	4	3	2	1
Extent of collegiality among faculty	5	4	3	2	1
Ability to attract good students	5	4	3	2	1
Ability to attract black students	5	4	3	2	1
Ability to attract Hispanic students	5	4	3	2	1
Ability to attract and retain adult students	5	4	3	2	1

F. Which of the following have received *increased or decreased allocations of funds* (i.e., an increased or decreased proportion of funds) recently at your institution?:

	Increased	Same	Decreased
Maintenance of buildings and facilities	___	___	___
Planning for new buildings	___	___	___
Computer equipment, software, etc.	___	___	___
Research facilities and equipment	___	___	___
Student financial assistance	___	___	___
Faculty compensation	___	___	___
Faculty development	___	___	___
Recruiting minority faculty and staff	___	___	___
Health insurance costs	___	___	___
Changing the undergraduate curriculum	___	___	___
Improving student transfer between community colleges and four-year institutions	___	___	___
Marketing and recruitment	___	___	___
Improving minority student progress and degree completion	___	___	___
Improving multicultural awareness among students/faculty/staff	___	___	___
Collaboration with high schools	___	___	___
Programs serving adult learners	___	___	___
Student services	___	___	___
Improving the freshman year	___	___	___

G. Which of the following is true of your institution's status on assessment of student learning:

	Yes	No
Our institution currently has assessment activities underway.	2	1
Our state is requiring assessment procedures.	2	1
Our current assessment activities are part of a self-study for a regional accrediting agency	2	1
Our institution is developing its own instruments for student assessment.	2	1
Our institution is collaborating with other institutions on assessment activities.	2	1
Our institution is developing methods of portfolio assessment	2	1

H. Have you obtained any results (data, reports, etc.) from your assessment activities? ___ Yes ___ No

If **yes**, assessment results have been used for:

	Yes	No
reports to state boards or agencies	2	1
reports to deans, department chairs	2	1
reports to faculty	2	1
reports to student affairs	2	1
feedback to students	2	1
program or curriculum evaluation	2	1
curriculum changes	2	1

I. Please indicate your own views on each of the following:

	Agree	Disagree	Uncertain
Student assessment will significantly improve undergraduate education.	3	2	1
So far, attention to assessment has resulted mainly in new reporting requirements to the state.	3	2	1
All colleges and universities should develop and publish evidence of their institutional effectiveness.	3	2	1
As a condition of accreditation, colleges should be required to show evidence of institutional effectiveness.	3	2	1
Most campus officials have strong fears about misuse of effectiveness measures by external agencies.	3	2	1
Use of nationally standardized tests for purposes of student assessment risks distorting the educational process.	3	2	1

IV. CHALLENGES What are the *three* most important challenges facing your institution in the **next five years**?

Thank you for your cooperation.

Please return this form by **March 8, 1990,** to:

Higher Education Panel
American Council on Education
One Dupont Circle, N.W.
Washington D.C. 20036

Please keep a copy of this survey for your records.

Name of Respondent _____

Title _____

Department _____

Telephone ___( )_____

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APPENDIX B: TECHNICAL NOTES

This survey was conducted through the Higher Education Panel, part of an ongoing survey research program created in 1971 by the American Council on Education.

The panel is a disproportionate stratified sample of 1,040 colleges and universities, divided into two half-samples of 520 institutions each. The sample was drawn from the more than 3,200 institutions listed in the *Education Directory, Colleges and Universities* issued by the U.S. Department of Education. The Panel's stratification design (Table B-1) is based primarily upon institutional type, control, and size. For any given survey, either the entire Panel, a half-sample or an appropriate subgroup is used.

The sample for this survey consisted of 444 institutions in one of the half-samples, excluding specialized institutions (e.g., rabbinical seminaries and schools of art) and institutions that offer no general program of undergraduate instruction. The same half-sample has been used in all *Campus Trends* surveys.

The questionnaire (see Appendix A) was mailed on February 8, 1990 with the request that it be completed by the academic vice-president. By late May, responses were received from 82 percent of those surveyed. Actual respondents included: provosts, deans, or academic vice-presidents, 58 percent; associate deans or associate provosts; 13 percent; presidents, 8 percent; and other, 21 percent.

Data from responding institutions were statistically weighted to be representative of the 2,379 non-specialized colleges and universities in the U.S. that offer a general program of undergraduate instruction. The weighting technique adjusts the data for institutional nonresponse within each stratification cell.

Table B2 -- Response Rate by Institutional Categories

Control and Type of Institution	Response Rate
Total	82
Control	
Public	83
Independent	79
Type and Control	
Public Doctoral University	79
Independent Doctoral University	69
Public Comprehensive University	91
Independent Comprehensive University	72
Public Baccalaureate College	86
Independent Baccalaureate College	84
Public Two-Year College	80
Independent Two-Year College	92
Enrollment Size (FTE)	
Less than 1,000	77
1,000 to 4,999	86
5,000 to 9,999	82
10,000 and above	80

Table B-2 shows response rates by institutional categories. Response rates for independent colleges were slightly lower than average; the lowest rate of response was among independent doctoral universities, at 69 percent.

Table B-1 Stratification Design

Cell	Type of Institution	Enrollment	Population	Sample	Respondents
	Total		2379	444	364
1	Large public doctorate-granting	a	104	52	41
2	Large independent doctorate-granting	a	58	29	20
3	Large public comprehensive	a	92	46	42
4	Large independent comprehensive	a	26	12	9
7	Large public two-year	a	43	20	15
8	Public comprehensive	5,500-8,999	56	18	16
9	Public comprehensive	<5,500	108	22	20
10	Independent comprehensive	<9,000	126	24	17
11	Public baccalaureate	<9,000	127	21	18
12	Independent baccalaureate	1,350-8,999	166	26	24
13	Independent baccalaureate	<1,350	446	38	30
17	Public 2-year academic/comprehensive	6,000-8,999	55	18	13
18	Public 2-year academic/comprehensive	4,000-5,999	72	18	15
19	Public 2-year academic/comprehensive	2,000-3,999	155	24	19
20	Public 2-year academic/comprehensive	<2,000	332	25	23
21	Independent 2-year academic/comprehensive	<9,000	129	13	12
22	Public two-year occupational	2,500-8,999	63	16	14
23	Public two-year occupational	<2,500	221	22	16

a-Institutions that meet one or more of the three following criteria: (a) total full-time equivalent (FTE) 1981 enrollment greater than 8,999; (b) FTE 1981 graduate enrollment greater than 749; (c) FY 1979 educational and general expenditures of $35 million or more.

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